

What should be in a PP strategy?

Pupil Premium Strategy

Name of Academy Mersey Primary Academy

Academic Year 2017_18

NOR	206
Number and percentage of pupils eligible for PP funding	62 chn. (R – Y6 = 58, N =4) 30%
Academy Deprivation Index	0.37 (National 0.21)
Nominated member of EAB	Trudi Bartle
EAB PP Review dates	25.9.17 , 13.11.17, 16.11.17,
Total Budget allocation	£76, 560.00 (inc. £1,800 EYPP)
Total planned PP spend	£122,142.00

Outcomes of Previous Academic year

	Nat. Stand. All	N.S. Pupil Premium	N.S. Other	Great. Dep. All	G.D. Pupil Premium	G.D. Other
EYs (GLD)	72%	90%	58%			
Y1 Phonics	82%	71%	84%			
Key Stage 1 Reading	79%	63%	85%	25%	13%	30%
Key Stage 1 Writing	75%	63%	80%	25%	13%	30%
Key Stage 1 Maths	82%	75%	75%	36%	13%	45%
Key stage 2 Reading	62%	50%	75%	12%	0%	25%
Key stage 2 Writing	73%	64%	83%	12%	0%	25%
Key stage 2 Maths	92%	86%	100%	19%	14%	23%
Key Stage 2 RWM Combined	62%	43%	83%	8%	0%	17%

What does the data suggest for priorities for the next academic year? (*this requires you to identify whether any underachievement was cohort specific or a wider issue to be addressed in the following year)

In School Barriers:

- a) 11% of PPP are also SEND – personalised learning and tailored intervention using a graduated approach
- b) 8% of PPP are also EAL – support staff to develop language and understanding
- c) Poor oral language skills – speech and language support

External Barriers:

- d) Low attendance rates –persistent absentee for PPG boys (38% of PA boys are PPG pupils) – targeted support from emotional well-being team tracking absence, monitored daily within the academy, home visits, daily contact with parents / guardians
- e) Support PPG involved with children and social care services (47% of open cases involve children entitled to PP) – targeted support from the emotional well-being team
- f) Support PPG with the following issues: serious illness, ongoing medical conditions, young carers – targeted support from the emotional well-being team (13 chn. inc.Sight x3, behaviour x4, CAHMS x2)

Current Pupils

	% Eligible	% LAP	% MAP	% HAP
Early Years	13% (6/46)	1	5	
Specific intervention need		OBJECTIVE NO. 2c	OBJECTIVE NO. 1d, 2c	
Objective number				
Y1	18% (5/28)	2	3	0
Specific intervention need		OBJECTIVE NO. 2a, 2c, 2d	OBJECTIVE NO. 1c	
Objective number				
Y2	26% (7/27)	1	4	2
Specific intervention need		OBJECTIVE NO. 1c, 2c	OBJECTIVE NO. 1c, 2a, 2b,	OBJECTIVE NO. 1c, 2a, 2b
Objective number				
Y3	36% (10/28)	3	6	1
Specific intervention need		OBJECTIVE NO. 1a, 2a, 2b	OBJECTIVE NO. 1b, 2a, 2d	OBJECTIVE NO. 1b
Objective number				
Y4	39% (12/31)	5	7	0
Specific intervention need		OBJECTIVE NO. 1a, 2a, 2c	OBJECTIVE NO. 1b, 2b	
Objective number				
Y5	59% (10/17)	1	5	4
Specific intervention need		OBJECTIVE NO. 1a, 1e, 2a, 2b	OBJECTIVE NO. 1a, 1b, 1e, 2a, 2b	OBJECTIVE NO. 1b, 2a
Objective number				

Y6	41% (12/29)	5	5	2
4Specific intervention need		OBJECTIVE NO.1a, 2a, 2b	OBJECTIVE NO. 2a	OBJECTIVE NO. 1b, 2d
Objective number				

Additional Planned Use of Funding (Whole Academy)

Breakfast Club

Subsidised Visits inc. Y6 residential for resilience, and Y5 residential to London

Lexia & Word Wasp

Reading Stars and Maths Stars interventions in relation to RAG

5 Minute Box: Literacy & Numeracy

Action plan

	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	Who will quality assure and lead termly review?
Objective 1 QUALITY OF TEACHING AND LEARNING FOR ALL Objective 1a <ul style="list-style-type: none"> Improve outcomes for combined (& Reading) Improve attainment and average scaled score at KS2 	<ul style="list-style-type: none"> Additional targeted support each day for children working below ARE in Y6. Employment of a Primary Director of learning one day a week to work with Y6 teacher: focussing purely on improving learning and working with children targeted for greater depth 	£11,000	12	<ul style="list-style-type: none"> Director of Learning 	<ul style="list-style-type: none"> Deep Leaders / AP/ HoA/ Principal Weekly RAG challenge meetings Pupil Progress meetings

<ul style="list-style-type: none"> • Increase the % of pupils achieving higher levels and making better than expected progress • Improve % of children attaining national standard at KS2 in reading, writing and maths 					<ul style="list-style-type: none"> • Monthly challenge meetings with DELTA • Work Scrutinies • Monitoring cycle
<p>Objective 1b</p> <ul style="list-style-type: none"> • Improve % of children attaining greater depth at KS2 in reading, writing and maths 	<ul style="list-style-type: none"> • Additional targeted interventions for Y3-5 • Director of Learning and Leaders to mentor staff using Gap Analysis and breaking down barriers. Providing CPD for teachers focussing on greater depth/focussed Interventions and deeper level questioning. • Reading Stars and Maths Stars intervention programmes 	£23,576	32	<ul style="list-style-type: none"> • Director of Learning • Class Teachers • Deep Support Leader • Reading Stars and Maths Stars Team 	<ul style="list-style-type: none"> • Deep Leaders / AP/ HoA/ Principal • Weekly RAG challenge meetings • Pupil Progress meetings • Monitoring Cycle
<p>Objective 1c</p> <ul style="list-style-type: none"> • Improve % of children attaining greater depth at KS1 in reading, writing and maths • Improve % of children attaining expected standard at KS1 especially for reading, maths and science 	<ul style="list-style-type: none"> • Director of Learning to mentor staff using Gap Analysis and breaking down barriers. Providing CPD for teachers focussing on greater depth/focussed Interventions and deeper level questioning. • Reading Stars and Maths Stars intervention programmes • Part time intervention teaching provided by AP / HoA • Interventions led by 1:1 staff and small group intervention • Reading squad in KS1 impacting on daily reading 	£26,688	12	<ul style="list-style-type: none"> • AP / Head of Academy • Class Teachers • Deep Support Leader • Reading Stars and Maths Stars Team • 1:1 Support Staff 	<ul style="list-style-type: none"> • Deep Leaders / AP / HoA / Principal • Weekly RAG challenge meetings • Pupil Progress meetings • Monthly Challenge meeting with Delta • Monitoring Cycle

	<ul style="list-style-type: none"> • CPD training on Same Day Intervention 				
Objective 1d <ul style="list-style-type: none"> • Accelerate progress in EYFS to ensure a greater % of children meet GLD, with a particular focus on increasing the number of children who reach higher levels. 	<ul style="list-style-type: none"> • Additional specific adults in the EYFS unit to ensure smaller groups and accelerated progress. 	£15,029	6	<ul style="list-style-type: none"> • EYFS Teacher • EYFS Leader 	<ul style="list-style-type: none"> • Deep Leaders / AP / HoA / Principal • Weekly RAG challenge meetings • Pupil Progress meetings • Monthly Challenge meeting with Delta • Monitoring Cycle
Objective 1e <ul style="list-style-type: none"> • Additional behaviour support worker in Y5 where there are 59% PPG 	<ul style="list-style-type: none"> • Additional behaviour support worker to ensure smaller groups and accelerated progress. 	£6,357	19	<ul style="list-style-type: none"> • Class Teacher • Deep Learning Leader 	<ul style="list-style-type: none"> • Deep Leaders / AP / HoA / Principal • Weekly RAG challenge meetings • Pupil Progress meetings • Monitoring Cycle
Objective 2 TARGETTED SUPPORT Objective 2a <ul style="list-style-type: none"> • Emotional well-being team to support children's emotional needs 	<ul style="list-style-type: none"> • Emotional well-being team to provide support for children with emotional issues which are impacting on their progress. Also to develop self-confidence and self-esteem in children who need to develop in these areas 	£8,260	Any of the 62 pupils	<ul style="list-style-type: none"> • Deep Support Team 	<ul style="list-style-type: none"> • Progress against Behaviour Curriculum
Objective 2b <ul style="list-style-type: none"> • Improve attendance and reduce the persistent absence of disadvantaged children – particularly boys PPG 	<ul style="list-style-type: none"> • To monitor and maintain the improvements in attendance and punctuality for pupils. Improve the partnership with parents and provide additional pastoral support for pupils in receipt of PPG funding. 	£2,730		<ul style="list-style-type: none"> • Deep Support Leader • SLT • EWB Team • Attendance Lead 	<ul style="list-style-type: none"> • Weekly RAG challenge meetings • Pupil Progress meetings • Attendance Monitoring

					<ul style="list-style-type: none"> EAB challenge
Objective 2c <ul style="list-style-type: none"> Speech and language support 	<ul style="list-style-type: none"> Support PPG pupils who have a speech, language or communication delay: higher focus in the early identification in EYFS; then targeted support throughout the rest of academy 	£10,322	18 EYFS & KS1 pupils (+1 KS2)	<ul style="list-style-type: none"> Deep Support Team S&L practitioners SENCO EYFS support staff 	<ul style="list-style-type: none"> Weekly Rag meetings OPP meetings Pupil Progress meetings EAB challenge
Objective 2d <ul style="list-style-type: none"> To provide specialist support programmes and CPD for SEN PP children 	<ul style="list-style-type: none"> Employment of SENCO support specialist teacher across a cluster of schools. 	£18,000	7	<ul style="list-style-type: none"> Deep Support Team S&L practitioners SENCO EYFS support staff 	<ul style="list-style-type: none"> Weekly Rag meetings OPP meetings Pupil Progress meetings EAB challenge
<ul style="list-style-type: none"> 					
Review Term 1	Record any new actions in a different colour				
Review Term 2	Record any new actions in a different colour				

Review Term 3	Record any new actions in a different colour				
EYFS					
Y1					
Y2					
Y3					
Y4					
Y5					
Y6					
Review Term 1	Record any new actions in a different colour				
Review Term 2	Record any new actions in a different colour				
Review Term 3	Record any new actions in a different colour				

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