

What should be in a PP strategy?

Pupil Premium Strategy

Name of Academy Mersey Primary Academy

Academic Year 2017_18

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| 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% |
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| 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 number | | OBJECTIVE NO. 2c | OBJECTIVE NO. 1d, 2c | |
| Y1 | 18% (5/28) | 2-3 | 3 | 0 |
| Specific intervention need Objective number | | OBJECTIVE NO. 2a, 2c, 2d | OBJECTIVE NO. 1c | |
| Y2 | 26% (7/27) | 1 | 4-5 | 2 |
| Specific intervention need Objective number | | OBJECTIVE NO. 1c, 2c | OBJECTIVE NO. 1c, 2a, 2b, | OBJECTIVE NO. 1c, 2a, 2b |
| Y3 | 36% (10/28) | 3 | 6 | 1 |
| Specific intervention need Objective number | | OBJECTIVE NO. 1a, 2a, 2b | OBJECTIVE NO. 1b, 2a, 2d | OBJECTIVE NO. 1b |
| Y4 | 39% (12/31) | 5 | 7 | 0 |
| Specific intervention need Objective number | | OBJECTIVE NO. 1a, 2a, 2c | OBJECTIVE NO. 1b, 2b | |
| Y5 | 59% (10/17) | 1 | 5 | 4 |
| Specific intervention need Objective number | | OBJECTIVE NO. 1a, 1e, 2a, 2b | OBJECTIVE NO. 1a, 1b, 1e, 2a, 2b | OBJECTIVE NO. 1b, 2a |
| Y6 | 41% (12/29) | 5 | 5 | 2 |
| Specific intervention need Objective number | | OBJECTIVE NO.1a, 2a, 2b | OBJECTIVE NO. 2a | OBJECTIVE NO. 1b, 2d |

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? |
|--|---|------------------------|-------------------------------|---|---|
| <p>Objective 1 QUALITY OF TEACHING AND LEARNING FOR ALL</p> <p>Objective 1a</p> <ul style="list-style-type: none"> • Improve outcomes for combined (& Reading) • Improve attainment and average scaled score at KS2 • 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"> • 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 | <p>Deep Leaders / AP/ HoA/ Principal</p> <ul style="list-style-type: none"> • Weekly RAG challenge meetings • Pupil Progress meetings • 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 | <p>Deep Leaders / AP/ HoA/ Principal</p> <ul style="list-style-type: none"> • Weekly RAG challenge meetings • Pupil Progress meetings • Monitoring Cycle |

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| <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 • CPD training on Same Day Intervention | £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 | <p>Deep Leaders / AP / HoA / Principal</p> <ul style="list-style-type: none"> • Weekly RAG challenge meetings • Pupil Progress meetings • Monthly Challenge meeting with Delta • Monitoring Cycle |
| <p>Objective 1d</p> <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 | <p>Deep Leaders / AP / HoA / Principal</p> <ul style="list-style-type: none"> • Weekly RAG challenge meetings • Pupil Progress meetings • Monthly Challenge meeting with Delta • Monitoring Cycle |
| <p>Objective 1e</p> <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 | <p>Deep Leaders / AP / HoA / Principal</p> <ul style="list-style-type: none"> • Weekly RAG challenge meetings |

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| | | | | | <ul style="list-style-type: none"> • 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 • 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 |

| Review Term 1 | Record any new actions in a different colour | |
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| <p>Objective 1 QUALITY OF TEACHING AND LEARNING FOR ALL</p> <p>Objective 1a</p> <ul style="list-style-type: none"> • Improve outcomes for combined (& Reading) • Improve attainment and average scaled score at KS2 • 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"> • Av. 35% increase of PP pupils working at ARE in Reading (Y1-6) • Av. 23% increase of PP pupils working at ARE in Writing (Y1-6) • Av. 31% increase of PP pupils working at ARE in Maths (Y1-6) • +6 increase in average scaled score of PP in Reading (Y6) • +9 increase in average scaled score of PP in Maths (Y6) | |
| <p>Objective 1b</p> <p>Improve % of children attaining greater depth at KS2 in reading, writing and maths</p> | <ul style="list-style-type: none"> • Av. 17% increase of PP pupils working at GD in Reading (Y6) • Av. 17% increase of PP pupils working at GD in Writing (Y6) • Av. 8% increase of PP pupils working at GD in Maths (Y6) | |
| <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"> • Av. 33% increase of PP pupils working at GD in Reading (Y2) • Av. 22% increase of PP pupils working at GD in Writing (Y2) • Av. 22% increase of PP pupils working at GD in Maths (Y2) | |
| <p>Objective 1d</p> <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. | | |
| <p>Objective 1e</p> <p>Additional behaviour support worker in Y5 where there are 59% PPG</p> | | |
| <p>Objective 2 TARGETTED SUPPORT</p> <p>Objective 2a</p> <p>Emotional well-being team to support children's emotional needs</p> | | |

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| <p>Objective 2b</p> <ul style="list-style-type: none">• Improve attendance and reduce the persistent absence of disadvantaged children – particularly boys PPG | |
| <p>Objective 2c Speech and language support</p> | |
| <p>Objective 2d To provide specialist support programmes and CPD for SEN PP children</p> | |