



Mercenfeld Primary School Pupil Premium

(Impact of 2019/2020 spending and planned expenditure for 2020/2021)

Summary of Information 2019/2020

Academic Year	2019/2020	Pupil Premium Budget	£50,160	Date of review	October 2020
Total pupils on role	322	Number of pupils in receipt of PP funding	37	Date of next review	July 2021

Attainment and Progress 2019/2020 (based on teacher assessment)

	All Pupils	Pupils eligible for FSM @ some point
% achieving expected standard or above in reading, writing and maths	73%	66%
Reading progress measure KS1 – KS2	100%	100%
Writing progress measure KS1 – KS2	100%	100%
Maths progress measure KS1 – KS2	100%	100%

Attendance 2019/2020 (to 24th March 2020)

Whole school attendance	94.73%
Pupils eligible for PP funding attendance	91.31%
Whole school persistent absence	17.13%
Pupils eligible for PP funding persistent absence	17.36%

Barriers to future attainment

Academic Barriers (issues to be addressed in school)

1. Improve the standard of writing of pupils across the school
2. Develop the range and understanding of vocabulary in texts in order to improve reading comprehension skills
3. Improve mathematical reasoning and problem solving across the school

Additional Barriers

1. Some pupils eligible for PP funding have SEND
2. Some families in receipt of PP funding do not support pupils with home learning including reading at home, learning spellings/times tables or encouraging pupils to complete homework tasks
3. Some pupils eligible for PP funding attendance is below 90%
4. Some pupils eligible for PP funding arrive late and/or are collected early from school

Review of Actions 2019/2020

Quality of Teaching for all pupils

Action	Intended Outcomes	Impact <i>include impact on non PP pupils if appropriate</i>	Next Steps	Estimated cost of next steps
<p>Writing: Whole school drive to improve spelling, punctuation and handwriting.</p>	<p>To increase the % of pupils achieving ARE to be in line with national including those eligible for PP funding.</p> <p>Improved presentation including handwriting and evidence of accurate spelling of age appropriate words to be evident in pupils work</p> <p>End of KS2 Teacher Assessment All pupils Pupils eligible for PP Funding</p>	<p>Measure of data showing impact at end of academic year is based on teacher assessment due to school closure (COVID19).</p> <p>KS1 Writing ARE: All pupils 21% Pupil Premium 20%</p> <p>KS2 Writing ARE: All pupils 76% Pupil Premium 66%</p> <p>All made expected progress or above from KS1 – KS2 based on teacher assessment</p>	<p>To bring % of pupils achieving ARE in KS1 in line with national:</p> <p>To bring % of pupils across the school achieving ARE to be closer to national</p> <p>This will be achieved by:</p> <p>Reviewing the teaching of phonics in EYFS and KS1</p> <p>Introduction of PiXL assessment system to support teachers in identify specific needs of pupils in order to plan targeted interventions to fill gaps in learning</p> <p>Support from BEP SLE to work with specific members of staff including two NQT's (Y2)</p> <p>Change in staffing</p>	<p>Staffing: £38,200</p> <p>LSA support in class and interventions for academic support and support for BESD including Beehive and Forest Schools</p> <p>PiXL £2,000</p>
<p>Reading – whole school drive to build on fluency and comprehension skills</p>	<p>To increase the % of pupils achieving ARE to be in line with national including those eligible for PP funding.</p> <p>To engage children in the reading process focussing on reading fluency, inference/deduction, extending vocabulary and enjoyment of reading</p>	<p>Measure of data showing impact at end of academic year is based on teacher assessment due to school closure (COVID19).</p> <p>Phonics: All pupils 73.5% Pupil Premium 80%</p> <p>KS1 Reading ARE: All pupils 43% Pupil Premium 40%</p>	<p>To bring % of pupils achieving ARE in KS1 and KS2 in line with national:</p> <p>This will be achieved by:</p> <p>Amending delivery of whole class reading sessions in KS2</p> <p>Engaging children eligible for PP funding in reading for pleasure</p>	

		<p>KS2 Reading ARE: All pupils 78% Pupil Premium 66%</p> <p>All made expected progress or above from KS1 – KS2 based on teacher assessment</p>	<p>Develop tracking of book band reading levels in KS1 and Lower KS2 to ensure pupils are accessing books at an appropriate level</p>	
<p>Maths – Whole school approach on developing and embedding reasoning and problem solving.</p>	<p>To increase the % of pupils achieving ARE to be in line with national including those eligible for PP funding</p> <p>Improve mathematical reasoning and problem-solving skills for all pupils eligible for PP in KS1 and KS2</p>	<p>Measure of data showing impact at end of academic year is based on teacher assessment due to school closure (COVID19).</p> <p>KS1 Maths ARE All pupils 21% Pupil Premium 40%</p> <p>KS2 Maths ARE: All pupils 80% Pupil Premium 66%</p> <p>All made expected progress or above from KS1 – KS2 based on teacher assessment</p>	<ul style="list-style-type: none"> - Fluent in Five 3 x weekly - Opportunities for problems solving/mastery to be planned into each lesson - Teaching sequence and expectations of X tables knowledge for each year group to be monitored by maths lead to support forthcoming end of Y4 tests - Practical resources to support learning of lower attainers eg: numicon 	

Targeted Support

<p>Improve Attendance: Support parents with increasing attendance of children who have been identified as having a poor attendance record</p>	<p>To reduce % of persistence absence which is currently above national figures</p>	<p>Improved attendance of PA of pupils eligible for PP funding:</p> <p>2019/2020 Autumn term Whole school PA 16% (13% excluding not yet 5) Pupil Premium PA 21%</p> <p>2019/2020 Spring term 1 Whole school PA 14% (12% excluding not yet 5) Pupil Premium PA 11%</p> <p>Use of PP funding to enable children to attend Early Morning Breakfast Club and this has had a very positive impact on attendance and also resulted in developing relationships between parent/school, helping parent to gain trust in staff and the school and access support from agencies whilst child is in school.</p>	<p>Attendance to be closely monitored by Headteacher through use of Studybugs of all pupils and access support from EWO as appropriate</p> <p>Deputy H/T to monitor attendance of children eligible for PP funding on a weekly basis and contact parents of those with PA</p> <p>Continue to support families in need with agreed levels of child care</p>	<p>Study bugs £650</p> <p>Child Care (provisional) £1,000</p>
--	---	--	--	---

		<p>Engaging parents is crucial in the development of the individual child. We endeavour to engage parents with supporting to purchase uniform, and homework packs etc. Parental engagement is consistently associated with pupils' success at school. Parents' aspirations also appear to be important for pupil outcomes.</p> <p>Research undertaken shows the pivotal role of character in helping young people achieve their potential (Prof Carol Dweck, Art Costa & Guy Claxton). Being mindful of which aspects of character are required, demonstrated and exercised during different activities can help pupils develop determination and growth mindset; enabling pupils to transfer their strengths from situations they find easy to those they may initially find challenging</p>		
<p>Small group work and targeted interventions:</p> <ul style="list-style-type: none"> • Fine/Gross motor control • Speech & Language • Garden Rangers • Number – Place value & counting • Phonics – Early intervention • Reading – DPT/Toe by Toe • Writing – Basic sentences and Grammar • Y6 early interventions for maths/reading/grammar 	<p>Improved basic skills for groups of pupils identified with specific area of need; including those eligible for PP funding</p>	<p>Garden Rangers and Beehive Nurture sessions had a positive impact on pupils' well-being. Staff observed increased confidence and self-esteem within the classroom as well as communication and collaborative work improving.</p>	<p>Beehive sessions to continue for Y3/4 pupils including those eligible for PP funding</p> <p>PiXL assessment system introduced to support identification of specific gaps in learning</p>	<p>See staffing costs</p>
<p>Parental Engagement</p> <ul style="list-style-type: none"> - News letters with routines and expectations - Half termly curriculum information shared with parents - R2R information shared with parents and informal events to promote R2R - Parents' Consultation Evenings - Open evenings - Parent/carers invited to work alongside children in school 	<p>Build relationships between school and home, engaging hard to reach to support learning and/or social emotional needs.</p> <p>Supporting families in need including those eligible for PP providing homework packs, trips, uniform residential, milk, swimming</p>	<p>Changes were made part way through the year to accommodate the school's closure.</p> <p>Home Learning Platform was very successful with a majority of pupils accessing this form of learning. Those unable to access Googleclassrooms were provided with home learning packs.</p> <p>Teachers were in regular contact with parents.</p> <p>Families eligible for PP funding were contacted on a weekly basis. Home learning packs, food parcels and vouchers delivered by hand as and when necessary. Close contact maintained with these families.</p>	<p>Change in staffing of Phase Leaders to be put in place this year to reflect responsibility and expectations of UPS staff members</p> <p>CPD for staff to ensure home learning is in place in case of school/bubble closures due to COVID 19</p> <p>Regular contact via google classrooms between teaching staff and parents</p> <p>Parents' Consultation evenings organised via telephone calls</p> <p>Subscriptions offered for magazines for pupils eligible for PP funding and a reading</p>	<p>£2,000</p>

<ul style="list-style-type: none"> - Pupil Passport challenges for children to complete at home <p>Home Learning:</p> <ul style="list-style-type: none"> - Differentiated learning packs for supporting home learning of pupils eligible for PP funding - Creative home learning opportunities - Celebrations and recognition given to children for homelearning 		<p>Good take up in the number of pupils taking part in Pupil Passport challenges and positive feedback from parents</p>	<p>book to be sent home each term as a gift for these children.</p> <p>Home learning packs (phonics, xtables, SATS revision books)</p> <p>Review Pupil Passports to link with PiXL (LORIC) wellbeing & to accommodate limited activities due to COVID</p>	
--	--	---	---	--

Overview of Other Approaches

<p>Lunch-time coach to oversee lunchtime activities and train/supervise Sports Leaders</p>	<p>To develop levels of health, fitness, concentration and self-esteem, including those eligible for PP funding.</p> <p>Reduce the number of issues that can occur during lunch-breaks which in turn result in loss of learning time</p>	<p>Good uptake of activities with pupils eligible for PP funding being invited to take part. Sports Leaders work closely with coach to deliver activities and engage pupils. Sessions impact positively on transferrable skills including communication, resilience and teamwork.</p>	<p>Continue with lunchtime sessions.</p> <p>Develop and upskill lunch-time supervisors understanding of R2R and positive/active play</p> <p>Develop use of CPOMS to record behaviour issues and parent concerns</p>	<p>See staffing costs</p>
<p>Pastoral sessions and opportunities to take part in Garden Rangers and Forest School sessions for identified pupils including those eligible for PP</p>	<p>To develop communication, team building skills and increase confidence/self esteem, whilst providing emotional support for those in need.</p>	<p>Observations and feedback from staff indicate that some children bring communication/team building skills developed during focused session back into the classroom and have shown increased levels of confidence and self esteem.</p>	<p>Continue with Garden Rangers/Forest School sessions.</p>	
<p>Inclusion: Provide pupils and families with necessary resources, uniform, equipment to access school life and home learning as well as extracurricular opportunities, including after school clubs, residential and specialist music lessons.</p>	<p>To ensure that all pupils have access to the same resources as their peers</p>	<p>A majority of pupils in receipt of PP funding complete homework tasks and all pupils take part in the extra curricular activities offered to them</p>	<p>£100 fund for each child eligible for PP funding</p> <p>Residential</p> <p>Swimming</p>	<p>£5,000</p>

Summary of Information – 2020/2021

Academic Year	2020/2021	Pupil Premium Budget	£48,831	Date of review	October 2020
Total pupils on role	302	Number of pupils in receipt of PP funding	32	Date of next review	July 2021

Barriers to future attainment (for PP eligible pupils only)

Academic Barriers (issues to be addressed in school)

1.	Improve the standard of reading, writing and maths of pupils across the school
2.	Develop fluency and stamina in reading to prepare children for working within time constraints during tests
3.	Improve mathematical reasoning and problem solving across the school
4.	Develop children's ability to use/apply mental strategies to solve calculations efficiently including times tables

Additional Barriers

1.	Some pupils eligible for PP funding are on the SEND record or are being monitored for SEND
2.	Some parents do not support pupils with home learning including reading at home, learning spellings or encouraging pupils to complete homework tasks
3.	Some pupils have not fully developed the characteristics of effective learning which has a negative impact on their learning
4.	The attendance of some pupils falls below 90% (PA)
5.	Some pupils arrive late and/or are collected from school early
6.	Some pupils have complex BESD needs

Planned expenditures (2018/2019)

Quality of Teaching for all pupils

Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will implementation be reviewed?
Writing: Whole school drive to plan and deliver lessons and interventions which are based on gaps in learning identified by regular and rigorous assessment procedures	To increase the % of pupils in all year groups achieving ARE, including those eligible for PP funding	Pupil outcomes have been below national expectations in writing over time. Learning walks, lesson observations and book looks indicate that lessons are not always pitched at the appropriate level for all pupils and high enough expectations aren't set.	<ul style="list-style-type: none"> • Introduction of PiXL assessment system across the school • Staff CPD in use of PiXL • Appointment of a PiXL Lead Practitioner • Learning walks/Book Looks/Lesson Observations • Intervention groups based on outcomes of PiXL assessments and 	CChorlton H/T RNoon Deputy H/T JNoon (PiXL Lead) LWeatherill (English Lead) KRandall (BEP SLE)	Half termly

<p>Reading: Further develop whole class reading approach to develop fluency, comprehension skills and reading for pleasure</p>	<p>To increase the % of pupils in all year groups achieving ARE, including those eligible for PP funding</p>	<p>Pupil outcomes have been below national expectations over time. It is well documented that a child's reading skills are important to their success in school as they will allow them to access the breadth of the curriculum and improve their communication and language skills. In addition, reading can be a fun and imaginative time for children, which opens doors to all kinds of new worlds for them. Reading underpins the whole of the school curriculum therefore we want to invest some of the PP in developing reading skills to engage pupils in the whole of the curriculum. We want to initiate and embed a love of reading in pupils.</p>	<ul style="list-style-type: none"> • Amended delivery of whole class reading sessions to develop use of 'Book Talk' • Book Looks • Pupil interviews • PiXL assessment outcomes • Monitoring home reading • Further development of tracking of pupils' book banded books • Further engaging children eligible for PP funding through magazine subscriptions and termly book gifts 	<p>CChorlton H/T RNoon Deputy H/T JNoon (PiXL Lead) LWeatherill (English Lead) KRandall (BEP SLE)</p>	<p>Half termly</p>
<p>Phonics: Research phonics schemes and review those currently in place to ensure consistency across EYFS and KS1</p>	<p>To increase the % of Y1 pupils passing the phonics screening check</p>	<p>Phonics deals with the relationships between letters and sounds. Children will be unable to read effectively without understanding this relationship and how they connect to form printed words. Our 2018/2019 phonics screening checks fell significantly below national and we need to ensure that the teaching of phonics is being taught consistently on a daily basis across the school in order move closer to national</p>	<ul style="list-style-type: none"> • Support from BEP SLE in developing the teaching of phonics • Develop tracking systems 	<p>LWeatherill (English Lead) YMa (EYFS Lead) KRandall (BEP SLE)</p>	<p>Half-termly</p>
<p>Maths: Whole school drive to develop pupils' ability to carry out mental calculations efficiently and recall multiplication facts Whole school approach on developing and embedding reasoning and problem solving</p>	<p>To ensure Y4 children are prepared for end of year times table checks. To increase the % of KS1 pupils achieving ARE to be in line with national and at least maintaining KS2 %, including those eligible for PP funding</p>	<p>Pupil outcomes significantly below national expectations in KS1 and national expectations in KS2 need to be maintained. Evidence shows that children are naturally curious and learn to make sense of their world through exploration, questioning and reasoning. As children get older they become more self-conscious and their natural inquisitiveness is not expressed or supported as much as it could be. This is unfortunate because learning to use mathematics in meaningful ways requires being curious, asking a lot of questions and reasoning. Through reasoning, children connect ideas, gain a deeper conceptual understanding and ultimately enjoyment of maths. In short it is through reasoning that they learn that maths makes sense.</p>	<ul style="list-style-type: none"> • Amendment to timetable to ensure fluency and xtable practise are delivered regularly across the school. • Book scrutinies • Test results • PiXL assessments • Targeted interventions 	<p>DJewitt (Maths Lead)</p>	<p>Ongoing throughout the year</p>

Targeted support

Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will implementation be reviewed?
Working with families to improve attendance	Reduce % of persistent absences to bring it closer in line with national	Poor attendance has a significant impact on the learning outcomes for pupils and also impacts on the social interaction they have with their peers; resulting in lack of confidence and/or low self-esteem.	Monitor attendance and challenge families with PA Weekly checking of attendance for pupils eligible for PP funding Liaise with identified families Work alongside EWO	CChorlton (H/T) RNoon (Deputy H/T)	Weekly monitoring
Supporting BESD needs of pupils	To provide an appropriate environment that support the additional needs of specific children; some of whom will be eligible for PP funding	It has been proved that children with BESD needs can find adapting to a formal school learning environment challenging and benefit from being provided with a warm and welcoming environment which contains aspects of home and school, with sofas, plenty of space and equipment for play, as well as books, work tables. Providing children with this care, will not only ensure they have the support they need, but will also benefit their peers as BESD behaviours can have a detrimental impact on classroom learning environment and loss of teaching time	<ul style="list-style-type: none"> • CPD for SEN Support Staff • Monitoring by SENCO • Tracking of social/emotional development as well as academic • Beehive Nurturing Sessions • Garden Rangers • Forest Schools 	LKasler (SENCO)	Half termly
Continue to develop and adapt R2R (PiXL) strategies	To enable a detailed clear picture to be recorded in order to provide evidence if further steps are needed	Research undertaken shows the pivotal role of character in helping young people achieve their potential (Dweck, Costa and Claxton). Being mindful of which aspects of character are required, demonstrated and exercised during different activities can help pupils develop determination and growth mindset; enabling pupils to transfer their strengths from situation they find easy to those they may initially find challenging	<ul style="list-style-type: none"> • Continue to promote R2R characteristics across the school • Introduce PiXL (LORIC) • Develop and adapt the use of Dojo systems to link with LORIC 	RNoon, PFarley, JScott YMa LSalisbury AColes (Phase Leaders) JNoon (PiXL Lead)	Half termly
Engaging with parents	To further build relationships with parents based on trust and respect.	Engaging with parents is crucial in the development of the individual child. We endeavour to engage parents involving them in every aspect of school life and with financial support when appropriate. Parental engagement is consistently associated with pupils' success at school.	<ul style="list-style-type: none"> • Develop communication with harder to reach parents • Regular contact with parents (phone calls and Google Classrooms) 	All staff	Ongoing throughout the year

Tracking & monitoring behaviour and concerns	To ensure staff are aware of issues in order to support pupils effectively	To enable support to be put in place to reduce/minimise inappropriate low level behaviours and to have a clear record of incidents if evidence is required for steps to be taken if appropriate	<ul style="list-style-type: none"> • CPD in use of CPOMS 	All staff	Keep staff informed of updates. Ensure new staff are trained in use of system.
--	--	---	---	-----------	--

Additional Detail

The introduction of PiXL assessment system will further improve tracking of pupil progress and specific gaps in learning, enabling focused intervention sessions to be planned alongside quality first teaching which will benefit all pupils including those eligible for PP funding..

Development in the use of CPOMS will ensure that information about pupils & families is stored in one place enabling a detailed/clear picture to be recorded of any needs, concerns and actions taken.