

Pupil premium strategy statement (primary)

1. Summary information					
School	Merton Junior School				
Academic Year	2016/17	Total PP budget	£128,040	Date of most recent external PP Review (Local Authority)	May 2015
Total number of pupils	252	Number of pupils eligible for PP	97 (39%)	Date for next internal review of this strategy	July 2017

2. Current attainment									
KS2 Results 2016	Merton Pupils eligible for PP (PP National Average)			Pupils not eligible for PP (Non-PP National Average)			ALL Pupils (ALL Pupils National Average)		
% achieving in reading, writing and maths	36% (39%)			47% (60%)			42% (55%)		
% achieving ARE (scaled score of 100) in Reading	48% (53%)			66% (72%)			54% (66%)		
% achieving ARE in Writing (TA)	64% (64%)			84% (79%)			75% (74%)		
% achieving ARE (scaled score of 100) in Maths	44% (58%)			66% (76%)			56% (70%)		
% achieving ARE (scaled score of 100) in GPS	40% (61%)			69% (78%)			56% (72%)		
progress score in reading (expected progress = 0)	-4.9 (-0.7)			-3.9 (-0.3)			-4.3 (0)		
progress score in writing (expected progress = 0)	-2.4 (-0.3)			-2.4 (0.1)			-2.4 (0)		
progress score in maths (expected progress = 0)	-5.5 (-0.5)			-3 (0.2)			-4.1 (0)		
2016 Attainment in other Year Groups	Reading (School Average)			Writing (School Average)			Maths (School Average)		
	PP	Non-PP	ALL	PP	Non-PP	ALL	PP	Non-PP	ALL
End of Year 3 % of PP children achieving ARE+ (23 PP children)	61%	89%	79%	48%	75%	66%	69%	84%	79%
End of Year 4 % of PP children achieving ARE+ (22 PP children)	69%	74%	71%	48%	74%	72%	78%	86%	83%
End of Year 5 % of PP children achieving ARE+ (23 PP children)	73%	61%	66%	63%	55%	56%	68%	75%	72%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	PP have lower starting points than non PP children.
B.	Recall and memory skills.
C.	Poor oral language skills.
D.	Gap between PP and non PP children, specifically chn with SEN (cognition as a barrier).

External barriers *(issues which also require action outside school, such as low attendance rates)*

E.	56 of PP children (57%) are or have previously been on CP or CIN Plans or have Children's Services involvement; this is also a factor in the progress and attainment of these children. Parental Support out of school (e.g. for homework / learning support) is low for several PP children. This is particularly true for reading at home.
F.	The vast majority of PP children have emotional needs - poor self-confidence, low self-esteem and start school with low aspirations.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Accelerated Progress for new starters (in previous 2 years) who did not achieve ARE at the end of their previous year. Improved attainment and secure higher rates of progress for PP children.	PP children who were new starters at the school within the past 2 years and are achieving below ARE will make accelerated progress, due to well-planned interventions. The difference between these groups to decrease and attainment and progress of all children to increase and be in-line+ national
B.	Children to retain key vocabulary and concepts from year to year. Meemo (intervention) to support this – to teach and embed strategies to improve memory.	Children are able to retain new vocabulary and concepts.
C.	PP chn will be able to articulate ideas and sentences using grammatically correct spoken language.	Writing of PP chn will be in-line with all pupils.
D.	Progress Rates of PP children with SEN are in line with Non-PP SEN	SEN Tracking of PP children will show that progress rates are at least in line with Non-PP SEN.
E.	All PP children complete assigned homework or are provided with time in school to catch up. PP children have an increased sense of the value of reading, in improved vocabulary for talking about books and a wider vocabulary.	PP children read at least 4 times per week (school expectation) and complete homework, either at home or within school. PP chn engage with and show an improvement in comprehension skills and vocabulary when reading.
F.	Children are provided with emotional support by School Counsellor and ELSA. Children will be able to discuss feelings openly, know strategies to deal with these appropriately and will consequently be able to access their learning.	100% of children who attend ELSA groups speak positively about their experience (all groups/1:1 sessions) & feel their confidence has grown. Staff & parents also comment positively about these sessions. Thrive and Boxall Assessments show good progress. Children to be able to discuss aspirations and personal goals with confidence.

5. Planned expenditure					
Academic year	2016-17				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To increase number of PP children achieving expected standard in GPS to be inline/above national</p> <p>To increase number of PP children achieving a high SS in RWM to be inline/above national</p>	Additional class teacher to enable year 5 to be split into three classes and year 6 into two classes.	New National Curriculum (NC) and Age-Related Expectations (AREs) and demands of Y6 SATs present challenges for teaching in mixed age groups. Smaller, straight year group classes will allow greater pupil:adult ratios and enable Y5 and Y6 teachers to target support more directly and focus on the specific demands of the Y5 and 6 curriculums	<p>-Termly monitoring of progress (pupil performance meetings) and 'on track' data will show at least expected progress and accelerated progress for some pupils.</p> <p>-Analysis of groups who are making 'accelerated progress' to be completed at these points.</p> <p>-Lesson observations and book scrutiny will show quality of teaching at consistently good+.</p>	HT & DHT	Termly – final review: Summer 2017
To use timely intervention effectively in order to enable all children to 'keep up' rather than 'catch up'	Continued implementation of 'Keep Up & Catch Up' groups - 4 x per week. Small groups, led by the classteacher, focussing on maths or English and linked directly to that morning's lesson. Learning Support Assistants (LSAs) to complete Maths Madness sessions with the remaining class). Any child who needs extra consolidation, input or practice can be chosen to attend one of these groups.	The change in mindset of the new NC and Ofsted framework from 'catching up' to 'keeping up' is clear. Teacher feedback, pupil conferencing and work sampling evidences the positive impact so far from work already completed in school.	<p>-Quality of Teaching will be at least Good across the school</p> <p>-The provision for Pupil Premium children will be excellent – this will be evidenced throughout a range of monitoring (pupil interviews, lesson observations, data collection, learning walks, book monitoring)</p> <p>-Continued monitoring of 'Keep Up & Catch Up' sessions, pupil conferencing, book scrutiny and teacher feedback will show these sessions have a positive impact on children's learning and progress</p>	<p>HT & DHT</p> <p>Year Group Leaders/ Inclusion Manager/SE NCo.</p>	Termly – final review: Summer 2017
Total budgeted cost					£37,200
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>To raise attainment and improve pupil progress in GPS (specifically spelling) across the school</p>	<p>Targeted support, teaching & planning on securing correct use of tense and improving spelling.</p>	<p>Spelling was the main KPI which stopped some children from meeting AREs at the end of Y6 in 2016. Monitoring of children's writing and standardised scores for spelling show that, despite an increased focus in quality first teaching of spelling, some children are still behind the AREs in this aspect of writing.</p>	<p>Monitoring of intervention planning and delivery; tracking of standardised scores; monitoring and tracking of pupil progress data.</p>	<p>SENCo, HT & DHT</p>	<p>Milestone 3 data point (Summer 2017)</p>
<p>To support vulnerable children and to support those who are experiencing social and emotional issues and improve their readiness to learn</p>	<p>Short and long term ELSA support in the form of 1:1 and small groups (in the form of structured interventions and informal 1:1/group sessions)</p>	<p>Vulnerable children in school require emotional support for a variety of reasons and prior monitoring has evidenced the positive impact of ELSA sessions on aspects of emotional well-being, for example self-esteem and levels of anxiety. Providing support for these children and improving their emotional well-being impacts positively on their readiness and motivation to learn and, in turn, enhanced a positive attitude to education and school.</p>	<p>-Robust monitoring of ELSA provision (planning, observations, pupil conferencing) to be completed by Inclusion Manager. -Refined and focussed criteria for referral and specific targets, set by class teachers through Thrive assessments</p>	<p>Inclusion Manager & SENCo</p>	<p>Termly – final review: Summer 2017</p>
<p>To raise attainment and improve pupil progress rates in English and maths for children 'close to' on track to meet AREs at the end of Y6</p>	<p>Y6 Booster sessions in English and Maths, delivered by Cover Supervisor or experienced teachers</p>	<p>Targeted children (identified through pupil performance meetings and thorough tracking of progress) need additional focussed support in reading, writing or maths in order to plug gaps and meet all statements from the interim teacher assessment framework for Y6.</p>	<p>-Targeted children will meet AREs in the targeted areas</p>	<p>HT, DHT & Y6 Leader</p>	<p>Milestone 3 data point (Summer 2017)</p>
<p>To support children in developing effective social and communication skills, in order to access learning more effectively</p>	<p>Trained ELSA to run specific groups for targeted children who may be experiencing friendship, socialisation or communication difficulties</p>	<p>The impact of these groups has shown the high value that children have placed on the sessions and on their increased confidence, self-esteem and happiness. This has been reported by the children, the parents and the teachers. These areas can often be barriers to learning.</p>	<p>-Pupil conferencing and monitoring of planning and quality of sessions. -Parent and teacher conferencing to assess how children are behaving in social groups</p>	<p>SENCo</p>	<p>Termly – final review: Summer 2017</p>

<p>To reduce the gap between children 'on track' to achieve AREs and those 'close to' or 'not on Track'.</p>	<p>Targeted use of LSAs for specific 'catch up' sessions and specific interventions - . Snap On (Maths) Precision Teaching Acceler-Read/Write Springboard Maths. All targeted children, as well as Pupil Premium children, are identified clearly on planning. Well-planned, specific interventions are carefully selected and timetabled. Initial and final data is used to measure progress.</p>	<p>School analysis shows that specific interventions have previously had a positive impact on children progress. The gap between PP children's attainment and progress and that of non-PP children is still wider than the National Average, therefore interventions for this group of children (PP and not on track) are a priority.</p>	<p>-LSA files show progress of all children, from initial and final 'tests' before and after interventions have been delivered. Impact on pupil progress is measured at key milestone assessment points.</p>	<p>HT, DHT & SENCo</p>	<p>Termly – final review: Summer 2017</p>
<p>To ensure all children are given the best chance to complete homework, regardless of lack of resources/support/internet access at home</p>	<p>SENCo & DHT to run Homework Club weekly. Children are invited or parents can request attendance (this may be due to lack of resources/no internet or computer access at home/ lack of support for homework at home.</p>	<p>Regular practice of strategies taught in class is vital in ensuring children make expected progress. These sessions allow children to develop their independence but also get support when it is needed.</p>	<p>-Data from Year Group Leaders shows an improvement in children completing homework & an improvement in quality.</p>	<p>HT & DHT</p>	<p>Termly – final review: Summer 2017</p>
<p>To continue to improve attendance of PP children so that it continues to be in-line with national and the gap between PP & non PP is reduced</p>	<p>To review attendance on a more rigorous, regular basis and intervention to happen immediately</p>	<p>Regular intervention with regards to attendance has proved to be successful as whole school attendance has improved steadily for the past three years. This is due to regular monitoring and intervention.</p>	<p>-Whole school attendance & PP/non PP groups to be analysed -DHT to spend allocated time fortnightly to review attendance on an individual basis, meetings to be set up within the following fortnight & dates set to review attendance, personalised letters to formalise procedure to be sent on a case-by-case basis -Termly RAG letters to be sent to all parents -Weekly attendance awards to be presented in Achievement Assembly -Half-termly & termly 100% attendance awards to be presented to encourage 100% attendance</p>	<p>DHT</p>	<p>Termly – final review: Summer 2017</p>

Total budgeted cost £40,740

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To ensure parental support is at its highest to further develop and embed skills, knowledge and understanding taught in school</p>	<p>To increase parental support and engagement: -Parents to be aware of expectations of the children – Parent Expectation Meetings to be held at the beginning of the school year -Regular (termly) Parent Workshops to be held to support parents in helping their children reach ARE (in Literacy and Maths) -Family Art & Craft and Cook & Eat sessions (during the second part of each term)</p>	<p>Ongoing research shows that parental engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education. Pupils with actively involved parents/carers achieve better results, have better social skills, and show improved behaviour.</p>	<p>-Class teachers will speak positively about parental involvement and input -Parents will speak positively about their involvement and confidence in supporting their child/children.</p>	<p>DHT</p>	<p>Termly – final review: Summer 2017</p>
<p>To improve memory and recall To improve children's short term and working memory</p>	<p>Purchase of Meemo (programme & time)</p>	<p><i>“Our working memory is our ability to store, manipulate and retrieve information. As such, it is vital for everyday tasks such as writing down a phone number, following a set of instructions or solving mathematical problems in our head. For all of these tasks, we must take in the information, store it in our heads and be able to access it in a different way, whether that is by translating information we have heard into writing, mentally ticking off the steps of a task we have already completed, or holding the answer to one part of an equation in mind while we solve another part. In school settings, working memory is becoming more widely recognized as a limiting factor for many children. This means if we can increase a child's working memory ability, we can increase their academic potential and that is just what Meemo aims to do.”</i> From https://www.risingstars-uk.com/Blog/September-2015/MeeMo-as-a-Working-Memory-Intervention</p>	<p>-Reading and spelling age data will be used as a measure of impact, as will children's attainment against ARE. -Average Memory Score – data from baseline to end of programme will show good progress -Class teachers will speak positively about children's recall and memory within the classroom – specifically of the application of skills to other curriculum areas.</p>	<p>SENCo</p>	<p>Termly – final review: Summer 2017</p>

To improve social and emotional learning	<p>Thrive: -Training for 2 x members of staff (staff to hold role of Thrive Practitioner) -Basic training for all staff & ELSA (Thrive Practitioner)</p>	<p>Every child needs to feel valued, involved and appreciated. Thrive helps adults prepare children and young people for life's emotional ups and downs. The Approach teaches you how to be, and what to do, with children's differing and sometimes challenging behaviour. As a result, children become more self-assured and ready to engage with life and learning. Based on neuroscience and attachment research, Thrive training provides a targeted intervention. All practice is underpinned by Thrive-Online, an assessment tool and extensive action planning resource that charts progress and measures outcomes. Thrive provides training for professionals who work closely with children and young people from birth to adulthood, and it fully involves parents in the process as well.</p>	<p>-Action plans to be written and implemented by class teachers - Inclusion Manager to review progress against these termly and to intervene where appropriate.</p>	Inclusion Manager	Termly – final review: Summer 2017
To enrich learning for PP children through first-hand experiences	Payment or partial payment of day trips and residential visits for PP children	Pupil Premium children to have equal access to school trips and visits.	-DHT & Attendance Officer to monitor participation of PP children in day and residential visits.	DHT	Termly – final review: Summer 2017
<p>To provide children with emotional support.</p> <p>To support children who struggle to eat in group situations.</p>	Lunch time club to support emotional needs to children.	There are children within school who struggle to eat within group situations and a lack of lunch and a poor diet can be detrimental to their learning in the afternoon – the school ELSAs run this club at lunchtimes to support those children with pre-arranged (and 1:1 where necessary) groups.	<p>-Parental feedback will be positive -Children can be integrated back into the main hall -Children will speak positively -Reports from class teachers about children attending Lunch Time club are positive</p>	Inclusion Manager	Termly – final review: Summer 2017
Total budgeted cost					£45,100

6. Review of expenditure						
Previous Academic Year		2015/16				
Pupil Premium used for:	Amount allocated to the intervention/action	Is this a new or continued activity/ cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? If you plan to repeat this activity, what would you change to improve it next time?
Additional class teacher	£23,000	Continued teaching cost for previous year	Year 6 split into three classes across the year group to reduce teacher to pupil ratio	To ensure each child reaches Age-Related Expectation, at a minimum To accelerate progress of each child To ensure all vulnerable children achieve age-related expectations To narrow the gap between PP and non-PP in terms of attainment	-Termly monitoring of progress data. - Classroom monitoring & analysis to show that children are making good rates of progress.	-The number of PP children achieving expected standard in Reading and Writing is almost inline with national PP -School PP is the same as National PP for Writing -School PP is almost the same for Reading, Writing & Maths Combined as National PP -School PP is almost the same for Reading PP -The gap between our PP and ALL children is smaller than the National gap between these two groups in Reading Exp+, Maths Exp+ & Reading Average Scaled Score -The gap for children achieving Exp+ in Reading, Writing & Maths combined is smaller for our PP children than for ALL. -The progress gap between school PP and school ALL is smaller than the national gap -There is no gap between the progress PP and ALL pupils make in Writing and -0.5 in Reading
Language Links and LSA to support Speech & Language and dyslexia)	£1,000 (annual cost for Language Links) + £16,400	New - As of September 2014	LSA to support Speech & Language and dyslexia (across the school)	To narrow the gap between PP and non-PP in terms of attainment as language has been identified as a specific barrier.	-Language Links to be monitored by SENCo -Effective completion to be assessed -Class teachers to review implementation within lessons to measure success -Dyslexia Tests to be completed and advice	4 children have successfully attended and completed Language Links programme.

					given by SENCo/Inclusion	
1:1 Tutoring	£6,000	Continued costs	Experienced teachers to tutor children on a weekly basis	To narrow the gap between PP and non-PP in terms of attainment To increase number of PP children achieving ARE To increase the amount of children making and exceeding expected progress	Termly reading & spelling tests to track progress and rate of progress.	63% (37/59) of the year group (year 6) attended tutoring sessions – which lasted 10 x weeks. Of those 37, 19 children achieved ARE (a Scaled Score of 100+) : 51%. A further 4 children achieved a Scaled Score of 99+, making this total 23/37 : 62%.
School counsellor and Emotional Literacy Support Assistant (ELSA)	School counsellor - £5,800 ELSA - £16,300	Continued cost from previous years	School Counsellor in school one full day per week (addition supervision to be paid as well) 1 x full time ELSA	Vulnerable children and those experiencing social & emotional issues are well supported.	Analysis of number of children receiving ELSA (PP and non-PP), impact of interventions by ELSA.	Our school's ELSA continues to be incredibly valuable in terms of emotional support for targeted PP chn. Children report very positively about the quality of their ELSA time and teachers notice an improvement in children's ability to focus and their well being.
Lunch time club/Quiet Room	£1,260	Continued cost from previous years	To provide children with emotional support. To support children who struggle to eat in group situations.	Vulnerable children and those experiencing social & emotional issues are well supported.	Analysis of children attending club and the impact it has on them.	100% of children speak positively about the Lunchtime Club and reports from class teachers about children attending Lunch Time club are positive.
Support for educational trips and activities	£5,000	Continued approx. cost	Educational visits and residential trips paid by school for FSM pupils	Equal access to opportunities; develop social and life skills necessary for reaching 5 outcomes of ECM.	Examine breakdown of costs at end of financial year at P&F.	Partial payment for residential trips and full payment for some day trips, ensuring equality of access for all children. Take up of trips is very high amongst PP children.
Targeted use of LSAs for specific 'catch up' sessions	£9,760	Continued approx. cost (based on 8hrs of PP intervention across the school per week)	Pupil Premium children identified in MAP plans to receive additional focused support with LSAs, according to need. Wizard group	PP children are making at least expected progress. Where possible, gap between PP and non-PP children is reducing.	Termly analysis of tracking data.	Gap between PP and non PP is reducing in every year group, based upon their starting points.
Strategies to improve attendance	£2,000	Improvements were seen in 2014-15 so strategy improved and developed for 2015-16.	To increase attendance of PP children so that it is inline or above non-PP children	Attendance of PP children to be in-line+ with National PP. Whole school attendance to continue to improve	Analysis of attendance – half termly & end of year	Attendance of Pupil Premium children has steadily improved over the past 3 years. The attendance of Pupil Premium children has improved from 93.1% in 2014- 15 to 94.7% in 2015-16 (an increase of 1.6%). The gap between the attendance of PP and non PP children has decreased from

						2.54% to 1.58% between 2014-15 and 2015-16.
Nurture Group (The Copse)	£25,000 – ELSA, training & resources	Continued cost	To enhance a positive attitude towards education and school To learn and embed key life skills To narrow the gap between PP and non-PP in terms of attainment	Children are emotionally ready to access their learning and therefore make good progress.	Monitored by Inclusion Manager and SENCo. ELSA to use Boxall Assessments and Strength & Difficulties Questionnaire.	100% of children made progress with Boxall Assessments Strength & Difficulties Questionnaire used to assess LAC chn who made rapid progress. Y6 LAC child achieved expected standard in Reading, Writing & Maths Y6 Class Teacher achieved Award for Excellence from Headteacher of Virtual School for outstanding work with LAC child.