



## Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Merry Hill Infant School and Nursery				
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>	<b>PP: £31,500</b> (including £4,800 Forces)  19800 Ever 6 15 16 forces at £300 3 lac £6,900  <b>Total:</b> £31,500	<b>Date of most recent PP Review</b>	July 2019
<b>Total number of pupils 2018-19</b>	219	<b>Number of pupils eligible for PP</b>	34	<b>Date for next internal review of this strategy</b>	December 2019
<b>Total number of pupils 2019-20</b>	221	<b>Number of pupils eligible for PP</b>	32		
<b>Reception Data July 2019 (to be input at the end of Autumn term after Pupil Progress)</b>					
			<i>Pupils eligible for PP (Merry Hill)</i>	<i>All Pupils (Merry Hill)</i>	

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% achieving in C&L	100% (12/12)	93% (56/60)
% achieving in PD	100% (12/12)	97% (58/60)
% achieving in PSED	100% (12/12)	95% (57/60)
% achieving in Maths	92% (11/12)	92% (55/60)
% achieving in Literacy	92% (11/12)	88% (53/60)
<b>Year 1 Data July 2019 (to be updated in Autumn term after Pupil Progress)</b>		
	<i>Pupils eligible for PP (Merry Hill)</i>	<i>All Pupils (Merry Hill)</i>
% achieving in reading, writing and maths	63% (5/8)	90% (54/60)
% making progress in reading (3 steps + during previous year)	63% (5/8)	79% (46/58)
% making progress in writing (3 steps + during previous year)	75% (6/8)	81% (47/58)
% making progress in maths (3 steps + during previous year)	75% (6/8)	90% (52/58)
<b>Year 2 Data July 2019 (to be updated in Autumn term after Pupil Progress)</b>		
	<i>Pupils eligible for PP (Merry Hill)</i>	<i>All Pupils (Merry Hill)</i>
% achieving in reading, writing and maths	73%	93% (55/59)
% making progress in reading (3 steps + during previous year)	60% (6/10)	92% (49/53)
% making progress in writing (3 steps + during previous year)	50% (5/10)	83% (44/53)
% making progress in maths (3 steps + during previous year)	70% (7/10)	89% (47/53)
<b>1. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		

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A.	<p><b><u>Phonics</u></b></p> <p>The percentage of Pupil Premium children who met the required standard to pass the phonics screening check at the end of Year 1 was significantly lower than the percentage of children eligible for Pupil Premium (50% compared to 78%). This was due to SEN, poor attendance and working within phase one and early phase two on entry to Year 1.</p> <p>We will put in place strategies to ensure the current Year 1 children achieve as well as their peers and simultaneously put in place training, support and strategies to ensure that Pupil Premium children in Reception, Year 1 and 2 achieve the same as all children in Reading.</p>	
B.	<p><b><u>Communication and Language</u></b></p> <p>A growing number of children are starting school requiring additional speech and language support. This is a priority in all schools, as there is significant research linking speech and language needs to difficulties in later life. Merry Hill believes it is essential to address these needs through early intervention.</p>	
<p><b>External barriers</b> (<i>issues which also require action outside school, such as low attendance rates</i>)</p>		
C.	<p><b><u>Social and Emotional Well-being</u></b></p> <p>In Hertsmere, the percentage of people aged 16+ with a diagnosis of a mental health issue is above Hertfordshire's. At Merry Hill the mental health and emotional wellbeing of our children is central to everything we do as a school. Our barriers to learning audit identified a need to further support our PP children and their families.</p>	
D.	<p>Mobility of Forces Families means that children and parents may need support settling into their new school and community</p>	
<p><b>2. Desired outcomes</b></p>		
	<p><i>Desired outcomes and how they will be measured</i></p>	<p><i>Success criteria</i></p>
A.	<p><b><u>Phonics</u></b></p> <p>To support children who did not meet the required standard in the 2019 Phonics Screening Check to make <b>accelerated progress in Phonics in Year 2.</b></p> <p>To ensure <b>100% of PP children</b> will pass <b>the Phonics Screening Check</b> at the end of <b>Year 1</b> through close monitoring, small focused groups and continuous provision.</p> <p>To put in place training, support and strategies to ensure that Pupil Premium learners across the school achieve the same as all children in Reading.</p>	<p>Pupils who did not achieve Phase 5 in phonics at the end of Year 1 will make accelerated progress so that by the end of Year 2 there is no gap between the percentage of Pupil Premium children and the percentage of pupils not eligible for Pupil Premium who are achieving age related expectations in Phonics and Reading.</p> <p>100% of PP children will pass the phonics screening check at the end of Year 1</p>

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		<p>Pupils will also make accelerated progress in writing due to improved application of phonics.</p> <p>100% of Pupil Premium learners will achieve in line within Reading with all children at the end of each year group.</p>
<b>B.</b>	<p><b><u>Communication and Language</u></b></p> <p>To ensure all children in EYFS and KS1 make at least <b>expected progress (3 steps)</b> in <b>Communication and Language</b>. Targeted children to make <b>accelerated progress (4 steps)</b> through individual targets and interventions.</p> <p>To ensure <b>targeted children</b> in KS1 receive intense speech and language support to address their communication needs and enable them to fully access the curriculum.</p>	<p>100% of <b>all children</b> in EYFS and KS1 to make at least <b>expected progress</b> in Communication and Language.</p> <p>100% of PP children in EYFS to achieve age related in Communication and Language.</p> <p>All targeted children in KS1 to have own programme of targets, regularly reviewed by SENCo team.</p>
<b>C.</b>	<p><b><u>Support Positive Mental Health and Emotional Well-being</u></b></p> <p><b>To monitor the mental health and emotional well being</b> of our PP children and provide support for families to ensure attendance remains in line with <b>national attendance figures and to ensure there is no gap in attendance between PP children and non PP children.</b></p> <p>To ensure <b>all PP children are happy and ready to learn.</b></p>	<p>Pupil voice to show all Pupil Premium children are happy and well supported at school.</p> <p>Pupil Premium attendance to be at least in line with national.</p> <p>No gap between attendance of Pupil Premium children and children not eligible for Pupil Premium.</p>
<b>D.</b>	<p>To offer support to all Forces children and provide a monthly opportunity for Forces families to meet together.</p> <p>To help new Forces children in <b>settling into the school and becoming part of their new community.</b></p> <p>To further develop the role of our Forces Liaison Mentor to provide nurture groups and catch up groups where needed.</p>	<p>Parent and pupil voice to show that the club and Forces Liaison Mentor are having a positive impact and providing additional support, including helping new families to settle into school and addressing any specific needs of our forces families.</p>

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	To raise the profile of our Forces Liaison Mentor to ensure her role is understood and utilised across the school.	
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**3. Planned expenditure**

<b>Academic year</b>	<b>2019-2020</b>
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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** (linked to Internal Barriers A and B)

*“Leaders of more successful schools emphasise the importance of ‘quality teaching first’. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds” DFE*

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><b>A</b></p> <p><b>Phonics</b></p> <p>Children who did not achieve Phase 5 in Phonics at the end of Y1 to make accelerated progress in Phonics in Year 2</p>	<p>Small phonic groups for phonic sessions in both Reception and Year 1, with groups being taught by both teacher and LSA alternatively.</p> <p>Phonic assessments to be carried out each half term and children who are not making expected progress to be identified during half termly Pupil Progress meetings.</p>	<p>Phonics is a key skill which is fundamental for both reading and writing. If children are not secure in age appropriate phonics phases, this will be a significant barrier to their progress and achievement in both Reading and Writing.</p> <p>Small phonics groups will enable teachers and LSAs to focus on securing children in the phases they</p>	<p>Lesson observations and drop in observations (teachers and LSAs)</p> <p>Learning Walks</p> <p>Phonic assessments</p> <p>Pupil Progress Meetings</p> <p>Work Sampling to see application of phonics in writing</p>	<p>HT AHT EY Lead KS1 Lead KT</p>	<p>Half termly Pupil Progress meetings starting from October</p>

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<p>100% of PP children will pass the phonics screening check at the end of Year 1</p> <p>100% of Pupil Premium learners will achieve in line with all children in Reading at the end of each year group.</p>	<p>EYFS specialist to carry out Phonics training with all teachers and LSAs in the Autumn term.</p> <p>Lead SENCo LSA to provide Attentions Bucket training to LSAs to improve listening and attention skills of our pupils.</p> <p>Phonic and Reading workshops for parents to help support their children at home in Autumn term.</p> <p>Resources such as HFW and Phonics word mats sent home to support parents in helping their children at home.</p> <p>Training for all staff to include continuous provision within their classrooms and throughout the school which will include a focus on phonics.</p> <p>Purchasing more phonics books for KS1 to further consolidate phonics.</p>	<p>are currently working within before moving them on to the next phase.</p> <p>Staff training will ensure all staff feel confident in delivering phonics sessions.</p> <p>Parent workshops will help equip parents with the information and skills they need to support their children at home (some workshops will be aimed at targeted families).</p> <p>Continuous provision will allow for long term retention of learning so children are able to confidently apply their learning within a range of contexts.</p>	<p>Discussions with staff during Performance Management to identify how confident they feel teaching phonics at the start and end of the year.</p> <p>Parent evaluation after workshop to assess impact.</p> <p>Pupil voice to show children know how their learning links and know how to apply phonics strategies within writing.</p>		
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<p><b>B</b></p> <p><b><u>Communication and Language</u></b></p> <p>To ensure all children in EYFS and KS1 make at least <b>expected progress (3 steps)</b> in <b>Communication and Language</b>.</p> <p>Targeted children to make <b>accelerated progress (4 steps)</b> through individual targets and interventions.</p> <p>To ensure <b>targeted children</b> in KS1 receive intense speech and language</p>	<p>All teaching across the school to be at least Good with a focus on Quality First Teaching and effective use of talk in all lessons across the curriculum.</p> <p>Pie Corbett talk for writing to aid story telling/ writing and language development.</p> <p>Language rich environment in all classrooms to provide children with new vocabulary.</p> <p>High level questioning and high quality adult interactions to support children’s language development.</p> <p>Half termly Pupil Progress meetings to identify children not making the required progress.</p> <p>Will Ryan ‘Risk Taking’ course to encourage staff to provide more personalised learning</p> <p>Private S&amp;LT &amp; SENCo HLTA to provide targeted support for children with SLCN</p>	<p>Data from 2018-19 showed a gap between PP children’s attainment and non PP children’s attainment in KS1 so early intervention is required</p> <p>To ensure all children are able to fulfil their potential through Quality First Teaching and effective use of talk in all lessons.</p> <p>To ensure teaching makes effective use of Pie Corbett’s talk for writing across the school to help improve children’s spoken storytelling and writing.</p> <p>To enhance adult questioning and interactions to support language development.</p>	<p>Lesson observations and drop in observations (teachers and LSAs)</p> <p>Learning Walks</p> <p>Work Sampling</p> <p>Team teaching including with LSAs</p> <p>Pupil Progress Meetings</p>	<p>HT/ AHT</p> <p>SENCo</p>	<p>Performance Management reviews- termly</p> <p>Half termly Pupil Progress meetings starting from October</p>
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**Total budgeted cost**

- LSA CPD: £150
- Will Ryan 'Risk Taking': £350
- Phonics books for KS1: £500
- Chris Quigley continuous provision training: £150

**TOTAL: £1150**

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ii. **Targeted support** (linked to Internal Barriers A and B)

*“More successful schools see pupils as individuals, each with their own challenges, talents and interests. Staff work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations. They focus on providing targeted support for under-performing pupils during curriculum time (as well as providing learning support outside school hours). They seek out strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies. These schools tend to provide both individual support for pupils that have very specific learning needs, and group support for pupils with similar needs.” DFE*

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><b>A</b></p> <p><b>Phonics</b></p> <p>Children who did not achieve Phase 5 in Phonics at the end of Y1 to make accelerated progress in Phonics in Year 2</p> <p>100% of PP children will pass the phonics screening check at the end of Year 1</p>	<p>Small daily phonics groups across Year 1 and for Y2 chn who did not reach Phase 5 in Y1.</p> <p>Targeted Phonic intervention groups such as Secure Start and Bearing Away aimed at boosting progress in phonics in Year 1.</p> <p>SLT monitoring of targeted children each half term to evaluate the impact of these interventions.</p>	<p>Focus on phonics in Reception as well as Year 1 to ensure children are well prepared for Key Stage 1.</p> <p>Phonics is a key skill which children need for both reading and writing. If children are not secure in each phonics phase this will be a significant barrier to their achievement in both these subjects.</p> <p>Small phonics groups and targeted phonics interventions to provide intense phonics support to enable targeted children to make accelerated progress.</p> <p>SLT monitoring ensures interventions are having the intended impact.</p>	<p>Half termly Pupil Progress meetings to discuss progress of individual pupils</p> <p>Learning walks and drop in observations of interventions</p> <p>SLT to review intervention monitoring records</p>	<p>HT AHT</p>	<p>Half termly during Pupil Progress meetings, starting from October</p> <p>Review intervention monitoring records each half term, starting from October</p>

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<p><b><u>Communication and Language</u></b></p> <p>100% of <b>all children</b> in EYFS and KS1 to make at least <b>expected progress</b> in Communication and Language.</p> <p>100% of PP children in EYFS to achieve age related in Communication and Language.</p> <p>All targeted children in KS1 to have own programme of targets, regularly reviewed by SENCo team.</p>	<p>Early intervention from SENCo Support HLTA to provide targeted support</p> <p>Targeted support during lessons by teachers and LSAs, including SENCo Support HLTA</p> <p>Small WellComm groups focusing on filling in gaps such as understanding</p> <p>SLT and SENCo monitoring of targeted children each half term to evaluate the impact of these interventions</p> <p>Regular and targeted CPD for LSAs</p>	<p>Currently there are a number of children in the school with significant speech and language needs which is a barrier to learning.</p> <p>At Merry Hill we recognise that alongside Quality First Teaching there are some children who may require additional support through targeted interventions.</p> <p>Small interventions provide intense support to enable pupils to make accelerated progress.</p> <p>SLT monitoring ensures interventions are having the intended impact. If the intervention is not found to be having the intended impact, this will be reviewed.</p> <p>SLT to monitor effectiveness of LSAs within lessons. Lead SENCo LSA to monitor intervention delivery.</p>	<p>Half termly Pupil Progress meetings to discuss progress of individual pupils</p> <p>Learning walks</p> <p>Observations and drop in observations of both lessons and interventions</p> <p>SLT to review intervention monitoring records</p>	<p>HT AHT</p>	<p>Performance Management reviews- termly</p> <p>Half termly Pupil Progress meetings starting from October</p> <p>Review intervention monitoring records each half term, starting from October</p>
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<p><b>Total budgeted cost</b></p> <ul style="list-style-type: none"> <li>• Funding towards additional adult in Key Stage 1: £4,500</li> <li>• Speech and Language Therapist training sessions x5: £600</li> <li>• Assistant SENCO HLTA £11,700</li> </ul> <p><b>TOTAL: £16,800</b></p>					
<p><b>iii. Other approaches</b> (linked to External Barriers C and D)</p>					
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>Improved Positive Mental Health and Emotional Well-being for our PP.</p> <p>Attendance of PP chn remains in line with non PP.</p> <p>PP chn come to school happy and ready to learn.</p>	<p>HT and AHT to monitor attendance of key families.</p> <p>Monthly meetings with HT, AHT, Office Staff &amp; SENCO to identify and target any families where attendance has dropped below 95%.</p> <p>Provide resources to support families depending on their individual needs.</p> <p>Teachers to monitor attendance of their class on a 3 weekly cycle.</p> <p>FSW to hold informal coffee mornings to support families in order to remove barriers to learning. Liaise with</p>	<p>Specific PP families with consistently low attendance.</p> <p>Barriers to learning audit identified low self esteem amongst the children and their families as well as inconsistencies at home.</p> <p>Low attendance leads to gaps in learning and also an impact on relationships with peers. It can impact on self-esteem and emotional well-being.</p>	<p>Office staff to monitor attendance data of targeted children every day</p> <p>HT, AHT, Office staff, SENCO to hold an Attendance Review meeting every month.</p> <p>Regular meetings with targeted families to put strategies in place and assess impact of these.</p> <p>Parent and pupil voice to measure impact of coffee mornings with FSW</p> <p>Pupil voice to measure impact of zones of regulation nurture group</p>	<p>HT AHT Office Staff SENCO</p>	<p>Monthly Attendance Review meetings</p>

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	<p>Ashfield to provide more outreach sessions.</p> <p>Zones of Regulation nurture groups to support positive mental health and wellbeing of targeted children.</p>				
<p>To offer support to all Forces children and provide a monthly opportunity for Forces families to meet together.</p> <p>To help new Forces children in <b>settling into the school</b> and <b>becoming part of their new community.</b></p>	<p>Family Forces Club to take place each month to develop networking and build resilience</p> <p>Remembrance Assembly led by Forces Families in November to raise awareness within the school community.</p> <p>Team building event led by Northwood PTIs</p> <p>Pastoral support for families moving</p> <p>Challenge groups for Forces children</p>	<p>Pupil voice from the end of last year showed that children really enjoy the club and find it beneficial socially and emotionally. All children wanted the club to continue this year.</p> <p>Parental voice gathered at the end of Summer term 2019 showed parents wished for Forces Club to continue but with more of a focus on bringing the families together in order to develop strong support networks.</p> <p>As a school we would like to provide all children with the opportunity to gain an insight into military life and therefore will continue to liaise closely with Northwood. PTIs to deliver team building day for KS1. Padre to deliver regular assemblies and military personnel to visit the school and talk about their roles and responsibilities.</p> <p>Remembrance Assembly is a traditional assembly held at Merry Hill that is special to the entire school community. It is</p>	<p>Meeting with parents at the start of the year and a parent questionnaire at the end of the year to see what is going well and what they would like to be improved. Headteacher, Assistant Headteacher, Forces Club leader and Forces Liaison Mentor will also meet regularly to review spending and impact.</p> <p>Pupil voice each term to identify impact on pupil, e.g. do they feel safe, are they happy, has the club helped them make friends?</p> <p>Club register to monitor how many families are attending</p>	<p>CS HT AHT SENCO</p>	<p>Parent evaluation</p> <p>Pupil voice questions</p> <p>Register of attendance reviewed termly</p>

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		important we continue to recognise and celebrate this. Forces parents have traditionally led this assembly and will continue to do so, including leading the Year 2 children in laying a wreath at the War Memorial next to the school.			
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<p><b>Total budgeted cost</b></p> <ul style="list-style-type: none"> <li>• £ 1000 (family worker)</li> <li>• £ 7,300 (Sports Coach –zones of regulation)</li> <li>• £4800 for Forces (16 x £300)</li> <li>• 1/3 (£1600) (forces club including LSA salary and resource budget for club activities to build resilience and family links (including external visitors), end of term celebrations and leaving bags for children who are moving on)</li> <li>• 1/3 Forces Liaison Mentor to work with families transitioning to and from the area, this will include creating support packs for families, time meeting with families and liaising with Education Support at Northwood HQ as well as additional pastoral support during deployment</li> <li>• 1/3 reserve to ensure Forces children reach their full potential - academic assessment/ focus where children are behind or ahead from changing schools</li> </ul> <p>Total: £13,100</p>					
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In Nursery, we currently have **3 EYPP children**.

Objective	Action	Cost	Intended Impact
<p>All children to make at least expected progress (3 steps) in Communication and Language</p> <p>Targeted children in to make accelerated progress (4 steps+) in Communication and Language.</p>	<p>To have private speech and language therapist in to audit provision and provide support for staff in Nursery.</p> <p>Additional resources to match the interests of the children that will encourage imaginative play. The Nursery teacher spoke to all children and separately to the three EYPP children to discuss what they would like to have in the Nursery.</p>	<p>Sleeping mat 6 pack £160.00</p> <p>Building Blocks (wooden) £290</p> <p>Private speech and language therapist (budgeted above)</p>	<p>These resources encourage collaboration and therefore enhance the children's communication and language, as well as their PSED.</p> <p>The sleeping mats will be used for children attending full days who still require a nap. This will help establish better sleep routines for home and enable the children to maintain good listening and attention skills for longer periods. It will be for a limited time in the afternoon and will be combined with story time so that other areas of learning are being developed.</p> <p>The building blocks will enable lots of children to work at once and play together developing C&amp;L, PD and PSED skills.</p> <p>These resources will contribute to 100% children making at least expected progress (3 steps+) in Communication and Language and targeted children making accelerated progress (4 steps+)</p>
<p><b>Total spent: £450</b></p>			

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