



Pupil Premium Strategy Statement

1. Summary information					
School	Merry Hill Infant School and Nursery				
Academic Year	2018-2019	Total PP budget	PP: £19,529 (including £3,300 Forces) EYPP: £600 Total: £20,129	Date of most recent PP Review	July 2018
Total number of pupils	225	Number of pupils eligible for PP	24 (including 2 EYPP)	Date for next internal review of this strategy	December 2019
Reception Data December 2018 (to be updated end of Spring term after Pupil Progress)					
			<i>Pupils eligible for PP (Merry Hill)</i>	<i>All Pupils (Merry Hill)</i>	
% achieving in C&L			80% (4/5)	90% (54/60)	
% achieving in PD			80% (4/5)	90% (54/60)	
% achieving in PSED			100% (5/5)	95% (57/60)	
% achieving in Maths			60% (3/5)	85% (51/60)	

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% achieving in Literacy	60% (3/5)	90% (54/60)
Year 1 Data July 2018 (to be updated in Autumn term after Pupil Progress)		
	<i>Pupils eligible for PP (Merry Hill)</i>	<i>All Pupils (Merry Hill)</i>
% achieving in reading, writing and maths	80% (8/10)	93% (54/58)
% making progress in reading (3 steps + during previous year)	90% (9/10)	90% (52/58)
% making progress in writing (3 steps + during previous year)	80% (8/10)	90% (52/58)
% making progress in maths (3 steps + during previous year)	70% (7/10)	88% (51/58)
Year 2 Data July 2018 (to be updated in Autumn term after Pupil Progress)		
	<i>Pupils eligible for PP (Merry Hill)</i>	<i>All Pupils (Merry Hill)</i>
% achieving in reading, writing and maths	75% (3/4)	93% (55/59)
% making progress in reading (3 steps + during previous year)	100% (4/4)	98% (58/59)
% making progress in writing (3 steps + during previous year)	100% (4/4)	100% (59/59)
% making progress in maths (3 steps + during previous year)	100% (4/4)	100% (59/59)

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1. 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.	<p>Phonics</p> <p>The percentage of Pupil Premium children who achieved the Early Learning Goal (ELG) in Reading at the end of Reception was significantly lower than the percentage of children not eligible for Pupil Premium (60% compared to 90%)</p> <p>This was due to children not being secure in Phase 2, 3 and 4 phonics by the end of Reception, which if not addressed will be a barrier to future attainment in both Reading and Writing in Year 1.</p> <p>Our approach to this will be two fold- 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 achieve the same as all children in Reading.</p>	
B.	<p>Communication and Language</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>	
External barriers (issues which also require action outside school, such as low attendance rates)		
C.	<p>Attendance rates for pupils eligible for PP are historically lower than attendance of pupils not eligible for PP (93.4% for PP children compared to 95.8% for all pupils in 2017-2018)</p> <p><i>N.B. The school has noted that attendance for Pupil Premium children in Early Years is considerably lower than for Pupil Premium children in Key Stage 1</i></p>	
D.	Mobility of Forces Families means that children and parents may need support settling into their new school and community	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Phonics</p> <p>To support children who did not achieve ELG in Reading at the end of EYKS1 LEAD, to ensure that 100% of Pupil Premium children pass the phonics screening check at the end of Year 1.</p> <p>This will also support these children in making accelerated progress in Reading and Writing in Year 1.</p>	<p>100% of PP children will pass the phonics screening check at the end of Year 1</p> <p>Pupils who did not achieve ELG in Reading at the end of Reception will make accelerated progress so that by the end of Year 1 there is no gap between the percentage of Pupil Premium children and the percentage of pupils not</p>

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	To put in place training, support and strategies to ensure that Pupil Premium children in Reception achieve the same as all children in Reading.	<p>eligible for Pupil Premium who are achieving age related expectations.</p> <p>Pupils will also make accelerated progress in writing due to improved application of phonics.</p> <p>100% of Pupil Premium will achieve ELG in Reading at the end of Reception this year so they are well prepared for the start of Key Stage 1.</p>
B.	<p><u>Communication and Language</u></p> <p>To ensure that all children in the EYKS1 LEAD make at least expected progress (3 steps) in Communication and Language. Targeted children to make accelerated progress (4 steps) through individual targets and interventions.</p> <p>To ensure targeted children in Key Stage 1 receive intense speech and language support to address their communication needs and enable them to fully access the curriculum.</p>	<p>100% of all children in EYKS1 LEAD to make at least expected progress in Communication and Language.</p> <p>100% of Pupil Premium children in EYKS1 LEAD to achieve age related in Communication and Language.</p> <p>All targeted children in Key Stage 1 to have own programme of targets, regularly reviewed by school Speech and Language therapist.</p>
C.	To monitor and raise the attendance of Pupil Premium children so that this is in line with national attendance figures and to make sure that there is no gap between the attendance of Pupil Premium children and the percentage of children not eligible for Pupil Premium.	<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>
D.	<p>To offer support to all Forces children and provide a weekly opportunity for Forces children to meet together.</p> <p>To help new Forces children in settling into the school and becoming part of their new community.</p> <p>To introduce our forces families to our new Forces Liaison Mentor so that her role is understood and utilised</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.

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3. Planned expenditure					
Academic year		2018-2019			
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)					
<i>“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</i>					
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><u>A</u></p> <p><u>Phonics</u></p> <p>Children who did not achieve ELG in Reading at the end of Reception to make accelerated progress in Year 1</p> <p>100% of Pupil Premium</p>	<p>Small phonics groups for phonics 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>New Reception teacher to carry out Phonics training with</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 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 are currently</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>Discussions with staff during Performance Management to</p>	<p>HT AHT EY Lead KS1 Lead</p>	<p>Half termly Pupil Progress meetings starting from October</p>

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<p>children to pass the Phonics screening check at the end of Year 1</p> <p>100% of Pupil Premium children to achieve ELG in Reading at the end of Reception.</p>	<p>all teachers and LSAs in the Autumn term.</p> <p>Phonic workshops for parents to help support their children at home in September.</p> <p>Resources such as HFW and Phonics word mats sent home to support parents in helping their children at home.</p>	<p>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>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>		
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<p>B</p> <p><u>Communication and Language</u></p> <p>To ensure that all children in the EYKS1 LEAD make at least expected progress (3 steps) in Communication and Language. Targeted children to make accelerated progress (4 steps) through individual targets and interventions.</p> <p>To ensure targeted children in Key Stage 1 receive intense speech and language support to address their</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>Use of new Pie Corbett talk for writing to aid story telling/ writing.</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. Sarah Kingham to support with questioning and interactions through Readit2.</p> <p>Half termly Pupil Progress meetings to identify children who have a speech and language need</p>	<p>We want to ensure that 100% of all pupils in EYKS1 LEAD make at least expected progress in Communication and Language.</p> <p>We want to ensure all children are able to fulfil their potential through Quality First Teaching and effective use of talk in all lessons.</p> <p>We want 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>We want 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>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
- Sarah Kingham Readit2: £2,500
- Elkan training: £300
- Pie Corbett training: £464

TOTAL: £3,414

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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>A</p> <p>Phonics</p> <p>100% of Pupil Premium children to pass the Phonics Screening check at the end of Year 1</p> <p>100% of Pupil Premium children to achieve ELG in Reading at the end of Reception.</p>	<p>Small daily phonics groups for Phase 2 and 3 phonics in both Reception and Year 1.</p> <p>Targeted Phonic intervention groups such as Secure Start and Bearing Away aimed at boosting progress in phonics in Year 1.</p> <p>Extra 1:1 phonics sessions in Reception.</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><u>Communication and Language</u></p> <p>For targeted Pupil Premium children in EYKS1 LEAD to make accelerated progress in Communication and Language so that they achieve age related expectations</p> <p>For Pupil Premium children in Key Stage 1 to develop speech and language skills in line with their peers</p>	<p>Regular 1:1 speech and language interventions for targeted children</p> <p>Targeted support during lessons by teachers and LSAs, including SENCo support LSA</p> <p>Small WeSENCOomm groups focusing on filling in gaps such as understanding</p> <p>SLT monitoring of targeted children each half term to evaluate the impact of these interventions</p>	<p>Currently there are a number of children in the school with significant speech and language needs.</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>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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Total budgeted cost <ul style="list-style-type: none"> Funding towards additional adult in Key Stage 1: £5,432 Speech and Language Therapist: £4,320 TOTAL: £9,752					
iii. Other approaches (linked to External Barriers C and D)					
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?
Improved attendance of Pupil Premium children	<p>HT and AHT to monitor attendance of key families.</p> <p>Monthly meetings with HT, AHT, CK, SENCO to identify and target any families where attendance has dropped below 95%.</p> <p>Continue to work alongside KS1 LEAD to support targeted families. The school has increased Family Support Worker hours by 50% this year.</p> <p>Provide resources to support families depending on their individual needs.</p>	<p>Specific PP families with consistently low attendance.</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>CK to monitor attendance data of targeted children every day</p> <p>HT, AHT, CK, 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>HT AHT CK SENC0</p>	<p>Monthly Attendance Review meetings</p>
To offer support to all Forces children and	Forces Club to take place each week	Pupil voice from the end of last year showed that children really enjoy the club and find it beneficial socially and	Meeting with parents at the start of the year and a parent questionnaire at the end of the	<p>CS HT AHT</p>	Parent evaluation

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<p>provide a weekly opportunity for Forces children to meet together.</p> <p>To help new Forces children in settling into the school and becoming part of their new community.</p>	<p>Remembrance Assembly led by Forces Families in November to raise awareness within the school community.</p> <p>Trip to military base for whole school to give all children an insight into Forces life (£500 has been carried over from last year to pay for transport for all children).</p>	<p>emotionally. All children wanted the club to continue this year.</p> <p>The parents also highly value the club and wish for it to continue this year. The Headteacher and Deputy Headteacher will meet with all Forces families, including new families, during the initial Forces club in September to gather parent voice on what the families would like to see happen in the Forces club this year. This will ensure parents' voices are heard.</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 be organising a trip, alongside the Forces Club leader, for the whole school to a military base. There has been £500 of Pupil Premium money carried over from last academic year to pay for transport for this trip.</p> <p>Remembrance Assembly is a traditional assembly held at Merry Hill that is special to the entire school community. It is 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.</p>	<p>year to see what is going well and what they would like to be improved. Headteacher, Deputy Headteacher and Forces Club leader 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>Weekly register to monitor how many families are attending</p>	<p>SENCO</p>	<p>Pupil voice questions</p> <p>Register of attendance reviewed termly</p>
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Total budgeted cost

- £3,063 (family worker)

- £3,300 for Forces
- 1/3 (forces club including LSA salary and resource budget for club activities (including external visitors), end of term celebrations and leaving bags for children who are moving on)
- 1/3 Forces Liaison Mentor and resources, including Little Troopers School Resource Pack -£59.99 Little Troopers Separation Pack £9.99 Little Troopers Postcard Pack £3.50
- 1/3 reserve to support children and families - in moves, for additional pastoral support during deployment or for curriculum catch up when children have moved from an area with a different curriculum

Total: £6,363

£500 carried over from last year: Coaches for trip to Military Base for Reception, Year 1 and Year 2 booked for 22nd November 2018.

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In Nursery, we have **2 children** who are eligible for EYPP

The total budget for EYPP funding is **£600**

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 purchase more resources for imaginative play and role play to provide increased opportunities for Communication and Language within the classroom environment.</p> <p>These resources are linked to the interests of the children- the Nursery teacher spoke to all children and separately to the two EYPP children to discuss what they would like to have in the Nursery.</p>	<p>Wooden washing machine for home corner: £89.95</p> <p>Sand and water play table: £99.95</p> <p>Outdoor wooden enchanted house: £169.95</p> <p>Small world multi-cultural dolls house family: £14.99</p> <p>Low play chalk table: £99</p> <p>2 x role play tool box: £12.95 each</p>	<p>These resources encourage collaboration and therefore enhance the children’s communication and language, as well as their PSED.</p> <p>The creative table and large water tray enable lots of children to work at once and play together.</p> <p>Children’s language can be enhanced using water play and the role play accessories encourage a variety of vocabulary and language.</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>Total spent: £599.51</p>			

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