

Pupil premium strategy statement (primary)

1. Summary information					
School	Merryfields School				
Academic Year	2019/20	Total PP budget	63,300	Date of most recent PP Review	July 2020
Total number of pupils	105	Number of pupils eligible for PP	44	Date for next internal review of this strategy	July 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>
% achieving in reading, writing and maths	71%	70%
% making progress in reading	83%	76%
% making progress in writing	77%	66%
% making progress in Speaking and Listening	75%	70%
% making progress in Number	83%	80%
% making progress in Shape, Space and Measure	73%	77%
% making progress in Using and Applying	72%	80%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Lower Attainment for pupils working from Lower P-Scales.
B.	Ensure Quality Teaching in all classrooms
C.	A number of pupils with Social, Emotional and/or Mental Health Issues, which can reduce engagement and present as disruptive behaviour
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Parental ability to utilise strategies implemented in school with confidence.

4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

A.	<p>Teachers in identified classrooms raise their teaching effectiveness through quality first teaching</p> <ul style="list-style-type: none"> - Staff observation records - Teacher effectiveness records - Pupil progress - CDP training matrix - Records of staff sharing skills acquired from training 	<p>20% of teachers achieving Excellent observations (1 area for development) 100% of teachers achieving good and excellent observations (2 or 1 development points) Confidence and knowledge of teaching various SEND enhanced. Suitable record of CDP made and evidence of strategies being implemented in the classroom successfully.</p>
B.	<p>Improved behaviour in class and supportive strategies having positive impact on progress results.</p> <ul style="list-style-type: none"> - PBSP's showing effective strategies for working with individual pupils - Attainment records for pupils with PBSP's and who are identified PP. - Behavioural records for PP pupils. - Lesson observation records - Work in books, showing engagement in lessons. - Evidence of additional interventions used to improve pupil behaviour and cognitive skills through alternative methods of delivery. (Street Dance) 	<p>Pupils on PBSP's who are also PP make similar progress to those without PBSP's. After various strategies implemented, show reduction in behavioural incidents and increased engagement both during the activity and throughout the remainder of the day. Improved attainment for PP pupils.</p>
C.	<p>Pupils working at a lower level within school show as much progress as their more cognitively able peers</p> <ul style="list-style-type: none"> - Attainment data for pupils working from Data Cohort 1/ M Levels 1-8 - Massage supervisions and pupil feedback - More sensory activities evident in planning - Staff having CPD on sensory activities, with evidence of this implemented in classroom - Sensory activities have success criteria linked to learning objectives - Pupils with sensory needs have evidence of additional support and involvement. 	<p>Sensory learning is implemented with success Staff delivery of sensory activities and lessons have clear success criteria linked to curriculum learning Lower attainment levels allow for progress to be made along the 7 aspects of cognition and learning; this can be evidenced for individual pupils Pupils working from lower assessment levels achieve similar rates of progress to their peers. Pupils engagement and responsiveness is maintained as a result of sensory input.</p>
D.	<p>Parents of PP pupils create consistency with strategies implemented at Home and in School.</p> <ul style="list-style-type: none"> - Pupil mentor supervision sheets - Parental feedback - Pupils nurture books show evidence of progress and personalised links to learning. - Attainment and engagement for pupils accessing nurture evident in case studies 	<p>Parental engagement improves for PP pupils and feedback from parents about the home school link come back very positive. Nurture group providing emotional literacy for PP pupils with clear evidence of impact. Reduction in behavioural incidents for pupils accessing nurture. Behavioural support strategies put in place in pupils homes with success</p>

	<p>Clear expectations in classrooms – ASC</p> <p>New Teaching and Learning Policy and Curriculum Policy</p> <p>Additional Training and Support for Targeted members of staff – focus on SEND development.</p>	<p>ASC Lead within school continues to lead on Autism provision within school, providing clear expectations in classrooms and from staff.</p> <p>Teaching and Learning alongside curriculum policy, cover our new Data/assessment model, providing more assessment guidelines for staff through clear progression ladders (in response to Rochford Review).</p> <p>Moving from Mainstream education to an SEND setting is a huge leap. Induction questionnaires and discussions with staff, have shown an area for development, in our ability to suitably prepare new members of staff for our Autism Friendly Environment and teaching methods.</p>		<p>NB/DE</p> <p>NB/GE</p> <p>NB</p>		
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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?
Pupil premium pupils make equal progress to their non pupil premium peers.	Summer Academic Interventions	<p>As part of Merryfields PP implementation process, we aim to sustain all strategies which are effective. This strategy has been very successful over two successive years, therefore it will be included again. A new system for monitoring and delivering these interventions has been developed and is therefore going to be continued in 2019.20.</p> <p>Last year, all targeted pupils made expected or above expected progress in the identified subject area.</p>	<p>Checking Interventions folder.</p> <p>LAB members and SLT observing and quality assuring staff delivering interventions.</p> <p>Expectation that all data be presented in scheduled meeting, to discuss progress of all targeted pupils in the identified subject area.</p>	Neil Brannigan	May 2020

Total budgeted cost £4000

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	
Improved behaviour in class and supportive strategies having positive impact on progress results.	Street Dance Lessons to be implemented for certain classes.	Fegley (2010) found that through dance and physical activity, pupils self concepts grow. As a result, behaviour improves both at school and at home, emotional literacy grows and it is a 'holistic' approach to helping pupils with their education. It can also help to engage pupils with 'creative thinking,' as the pupils are encouraged to express themselves.	Through engagement of pupils within these lessons and an improvement in attainment, for the PP pupils within these classrooms.	Neil Brannigan	
Parents of PP pupils create consistency with strategies implemented at Home and in School. Improved behaviour in class and supportive strategies having positive impact on progress results.	Occupational Therapist	Merryfields have accessed an Occupational Therapy programme in the past, and it has been very successful. Occupational Therapy includes a health care professional who is concerned with a pupils ability to preform certain actions, including self care, productive and leisure activities. Palisano (1989) cites Occupational Therapy as essential for schools, as pupils will need many of the exercises recommended to preform normal classroom tasks. This will then have an impact on their ability to success academically.	Medical review of OT service. Knowledge as to how well the OT communicates with parents, pupils classroom teachers and members of the Senior Leadership Team if they are concerned about something.	Geraldine Eld.	
Parents of PP pupils create consistency with strategies implemented at Home and in School. Improved behaviour in class and supportive strategies having positive impact on progress results.	Pupil Mentor delivering Nurture Interventions Pupil Mentor delivering Home-School collaborative work. Drawing and Talking Therapy Massage, Functional Reflexology Forest Schools	Boxall and Allan (1967) link drawing and talking therapy to improved academic and social outcomes for pupils. It also assists with developing emotional literacy and can help pupils who have suffered bereavement, trauma or whose mental health is affecting their wellbeing. Senior (2018) links reflexology to supporting pupils with Autism to reduce anxiety, stress and tension. Pupils with more sensory requirements, respond well to functional reflexology in school.			

		<p>Forest schools provision has been shown to increase emotional wellbeing, academic development, self regulation and social and personal development. This also corresponds with the research behind outdoor education being used to develop pupils academic capabilities and engagement through sensory stimulation and physical learning (Harvey, Rankine and Jensen, 2017 and Quibell, Charlton and Law, 2017)).</p>			
Total budgeted cost					63,300

