

1. Summary information					
School	Mersey Vale Primary School				
Academic Year	2018-19	Total PP budget	£63,360	Date of most recent PP Review	Nov 18
Total number of pupils	225 N-Y6	Number of pupils eligible for PP	39	Date for next internal review of this strategy	March 19

2. Current attainment		
	Pupils eligible for PP (11)	Pupils not eligible for PP (17)
% achieving Expected Standard or above in reading, writing & maths combined	63.6%	75%
% achieving a scaled score of 100 or above in reading	81.8%	85.7%
% achieving a scaled score of 100 or above in writing	72.7%	78.6%
% achieving a scaled score of 100 or above in maths	81.8%	85.7%
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers – Issues that affect some children include;		
A.	Poor oral language skills	
B.	Delayed overall development, low starting points on entry	
C.	Limited positive behaviours for learning (attention, concentration, focus, self-control, resilience)	
External barriers - Issues that affect some children include;		
D.	Poor punctuality rates	
E.	Parental feedback indicates some lack confidence in supporting children at home	
4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	Closing attainment gap between children eligible for PP and those who are not eligible for PP children	Higher outcomes for PP children
B.	Raised aspirations of children eligible for PP and their families	Raised aspirations – soft data
C.	Increased participation of PP children in extra-curricular activities e.g. breakfast club, sports, music	Increase no. PP children attending
D.	Increasing parental engagement and participation in home/ school learning	Increased parental engagement

5. Planned expenditure					
Academic year		2018-19			
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?
Continue to raise attainment in all aspects of English and mathematics of children eligible for PP. To encourage children to 'learn to learn', taking greater responsibility for managing their own attitude towards learning.	TA in class 1 x English & Maths session pr wk allowing class teacher to focus developing children's self-regulation (e.g. chilli challenge), small group tuition and providing individual high quality feedback.	SIP Target 1: Writing across the curriculum On-going successful strategy. Teaching & Learning Toolkit strand 'Feedback' (+8 months impact), 'Small Group Tuition' (+4 months impact) 'Individualised Instruction' (+2 months impact) 'Meta-cognition and self-regulation' (+8 months impact) 'Mastery Learning' (+5 months impact)	Termly monitoring in school by SLT and subject leaders. PP governor termly monitoring. Pupil/ staff voice. Formal and informal observations. Learning walks.	CFV RM	March 2019 July 2019
Continue to raise attainment in all curriculum areas of children eligible for PP.	Purchase of resources (including ICT) to support intervention programs and individuals	SIP Target 1: Writing across the curriculum On-going successful strategy. Teaching & Learning Toolkit strand 'Digital Technology' (+4 months		CFV RM All teachers/ subject leaders	March 2019 July 2019

Continue to raise attainment of EYFS children eligible for PP.	Specialist EYFS teaching assistant supporting PP children make good progress and achieve a good level of development	On-going successful strategy. Teaching & Learning Toolkit strand 'Early Years Intervention' (+5 months impact),		CFV KB SE	March 2019 July 2019
Continue to raise attainment in early reading of children eligible for PP.	TA support to develop essential reading and phonics skills for identified children, particularly in Key Stage 1	Continue to improve outcomes in Y1 phonics screening through carefully planned, delivered and evaluated intervention. Teaching & Learning Toolkit strand 'Reading Comprehension Strategies' (+5 months impact), 'Phonics' (+4 months impact).		CFV RM ME C Whiteley	March 2019 July 2019
Total budgeted cost					£18,860
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?
Further close the attainment gap between targeted individual children eligible for PP and those who are not eligible for PP children.	Specialist SEN Teaching Assistant to support PP children in EYFS & KSI within class and deliver intervention programmes related to improving key skills.	SIP Target 1: Writing across the curriculum On-going successful strategy. See school's own data e.g. SERI. Teaching & Learning Toolkit strand 'Small Group Tuition' (+4 months impact),		RM CFV CB	March 2019 July 2019

Continue to raise aspirations of children eligible for PP and their families + develop essential life and social skills for learning.	Learning Mentor to deliver support for our children eligible for PP Y2-Y6.	On-going successful strategy. Teaching & Learning Toolkit strand 'Behaviour Interventions' (+4 months impact). 'Social and Emotional Learning' (+4 months impact) 'Parental Involvement' (+3 months impact)	Termly monitoring in school by SLT and subject leaders. PP governor termly monitoring. Pupil/ staff voice. Formal and informal observations. Learning walks.	RM CFV AC	March 2019 July 2019
Continue to raise aspirations of children eligible for PP and their families + closing attainment gap between targeted individual children eligible for PP and those who are not.	Weekly sessions to various eligible pupils in the form of mentoring, one-to-one tuition and booster groups throughout the year	On-going successful strategy. CW to boost Y6 children 2 x afternoons per week Teaching & Learning Toolkit strand 'One to One Tuition' (+5 months impact). 'Mentoring' (+1 month impact)		CW SLT CM	March 2019 July 2019
To further overcome specific barriers to learning for individual children.	Employment of an Educational Psychologist through Priestnall to work in school with targeted individuals who have identified barriers to learning. Suggested strategies put in place by class teachers and support staff.	On-going successful strategy. Teaching & Learning Toolkit strand 'Behaviour Interventions' (+4 months impact). 'Social and Emotional Learning' (+4 months impact)		CFV RK All staff	March 2019 July 2019

To further overcome specific barriers to learning for individual children.	Employment of a Speech and Language Therapist to work in school with targeted individuals who have identified barriers to learning. Follow-up work with AC.	On-going successful strategy. Increased from 1.5 to 3 hours per week due to increasing need. Teaching & Learning Toolkit strand 'Oral Language Interventions' (+5 months impact)		CFV EF AC	March 2019 July 2019
Total budgeted cost					£31,300
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?
Develop systems to ensure children have positive start to school day. Improved punctuality.	Breakfast club and snacks provided by school Learning Mentor available from 8:15am	On-going successful strategy. Teaching & Learning Toolkit strand 'Homework' (+2 months impact),		AK AC SLT	March 2019 July 2019
Develop systems to ensure children have equal opportunity to benefit from curriculum enrichment activities e.g. residential visits	Curriculum enrichment activities	SIP Target 3: Outdoor learning/mental health On-going successful strategy. Teaching & Learning Toolkit strand 'Outdoor Adventure Learning' (+3 months impact),		SLT	March 2019 July 2019

Develop systems to ensure children have equal opportunity to benefit from enrichment activities.	Additional support for children to attend after school clubs	On-going successful strategy. SF ensures all PP eligible pupils receive support fairly. Teaching & Learning Toolkit strand 'Sports Participation' (+2 months impact),	PP governor termly monitoring. Pupil/ staff voice. Formal and informal observations. Learning walks.	SLT	March 2019 July 2019
Develop systems to ensure children to experience outdoor learning activities and develop range of skills.	Employed trained Forest School Leader 5 x afternoons per week.	On-going successful strategy. Teaching & Learning Toolkit strand 'Outdoor Adventure Learning' (+3 months impact),		SLT TW	March 2019 July 2019
					Approx. £13,200
Total budgeted cost					£63,360

6. Review of expenditure				
On-going Academic Year		2017-18		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Raised attainment in all aspects of English and mathematics of children eligible for PP.	TA in class 1 x English & Maths session per week	High impact – enabled combination of TA support and teacher support to different groups e.g. teacher with PP children while TA supported other groups.	Successful – continue 2018-19	£9435

Raised attainment in all curriculum areas of children eligible for PP.	Purchase of resources (including ICT) to support intervention programs and individuals	High impact e.g. resources to support PP intervention groups.	Successful – continue 2017-18	£500+
Raised attainment of EYFS children eligible for PP.	Specialist EYFS teaching assistant supporting PP children make good progress and achieve a good level of development	High impact – good progress of PP children in EYFS from given starting points.	Successful – continue 2017-18	£7306
Raised attainment in reading of children eligible for PP.	TA support to develop essential reading and phonics skills for identified children, particularly in Key Stage 1	High impact – improvement in phonics (70% met required standard)	Successful – continue 2017-18	£2,698
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Closing attainment gap between targeted individual children eligible for PP and those who are not eligible for PP children.	Specialist SEN Teaching Assistant supported PP children in EYFS & KS1 within class and delivered intervention programmes related to improving key skills	High impact especially for PP children with SEN. Interventions - Stockport Early Reading Intervention (SERI), Maths Recovery, KS2 Maths Support, KS2 Writing Support, Motor Skills United, Individual Curriculum Support through Precision Teaching, Individual Speech and Language Therapy Support	Successful – continue 2017-18 Organise support differently during 2017-2018 CB: PP & SEN focus in KS1, PP maths focus in KS2AC: PP interventions KS1 & KS2	£10,805
Raised aspirations of children eligible for PP and their families + develop essential life and social skills for learning.	Learning Mentor to deliver support for our children eligible for PP.	High impact indicated through greater engagement of individual families, verbal feedback positive. Programs included Curriculum Catch-Up, Art Therapy, Anger Management, Life Skills	Successful – continue 2017-18 Include SIP Target 3: Outdoor learning to develop positive mental health and social skills within intervention programs	£15,504

Raised aspirations of children eligible for PP and their families + closing attainment gap between targeted individual children eligible for PP and those who are not eligible for PP.	Weekly/ fortnightly sessions to various eligible pupils in the form of mentoring, one-to-one tuition and booster groups throughout the year	High impact. Really valued by children. Mentoring during Friday assembly time so children did not miss essential curriculum areas. Difficult to maintain at certain times e.g. end of terms due to events in school. Booster/ one-to-one tuition Spring/Summer term by RM whilst CM taught rest of class for 3 hrs per week.	Successful – continue 2017-18 Booster/ one-to-one tuition delivered by class teacher whilst M6 teacher takes Y6 class. Y6 booster 1 x pm per week; increase to 2 x pm per week	£2,300
Overcome specific barriers to learning for individual children.	Employment of a Trainee Educational Psychologist to work in school with targeted individuals who have identified barriers to learning	Very effective due to follow-up work by TAs following programmes developed by TEP. Good partnership working. Particularly supported a group of Y3 PP children with barriers to learning. Also supported a PP child 1:1 with resilience strategies.	Successful – continue 2017-18	£2,000
Overcome specific barriers to learning for individual children.	Employment of a Speech and Language Therapist to work in school with targeted individuals who have identified barriers to learning	Very effective due to follow-up work by TAs following programmes developed by SALT. In school SALT allows all identified children to access support. Previously parents/ carers sometimes missed appointments that were out of school.	Successful – continue 2017-18 Increase from 1.5 hrs per week to 3 hrs per week.	£2,000
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Children have positive start to school day. Improved punctuality.	Breakfast club and snacks provided by school	Very high impact esp. breakfast club. Ensures good start and smooth routine in mornings + children have nutritious breakfast to start their day and are ready to learn by 8.45am. Availability of Learning Mentor (LM) at breakfast club for child/ family 'check-in' and to identify issues. Support for homework and behaviour provided by LM.	Successful – continue 2017-18 LM to offer support for homework on 2 mornings.	£1500
Children have equal opportunity to benefit from curriculum enrichment activities e.g. residential visits	Curriculum enrichment activities	High impact allowing children to experience activities that they may not otherwise access e.g. Kingswood outdoor adventure residential April 2017, PP funding supported 3 children to attend.	Successful – continue 2017-18	£500+
Children have equal opportunity to benefit from enrichment activities.	Additional support for children to attend after school clubs	High impact allowing children to experience activities that they may not otherwise access. Very popular. SF created a “Financial Support Request” form to allow fair allocation of funding.	Successful – continue 2017-18 Continue with “Financial Support Request” form to allow fair allocation of funding.	£5000
Children to experience outdoor learning activities and develop range of skills.	Comprehensive training for Forest Schools Leader and resources	All training completed and TW qualified as a Forest School Leader Summer Term 2017. Each class benefited from a half term of Forest School activity. TW supported by a scale 2 TA.	Successful – continue 2017-18 Increase timetable allocation from 3 x afternoons to 5 x afternoons next year. SIP target 3: Promote outdoor learning to support positive mental health and social skills development.	£2938