



Pupil Premium Action Plan Evaluation 2019-20

Eligibility: 98 pupils eligible for the Pupil Premium Funding
 Funding per child: £1,320 per child
 Total funding received: £129,360

Total Number of Pupils: 362
 Percentage of Pupil Premium: 27%

	Action	Projected cost	Rationale	Evidencing impact
1	Continue to develop Quality First Teaching across the school by providing CPD for staff in targeted areas. DSAT Lead practitioner 1 day a week GW 1 day a week	£5,000	Higher quality of teaching increases progress of children in receipt of PP funding.	See appendix 2
2	Class based L2 TA in each year group Y3-6 to support learning of pupils as class sizes 30-32 pupils	£21,000	Year group data shows a positive increase in the % of pupils on track for attainment and progress. More opportunity for individual pupil support -pre teaching/catch up	EEF Toolkit: Low impact -high cost based on limited evidence +1 month per year. See appendix 2
3	L3 TAs provide small group/ individual closing the gap support. <ul style="list-style-type: none"> • Year 6 12.5 hours weekly • Year 5 14 hours weekly • Year 4 13 hours weekly • Year 3 13 hours weekly Year 3 catch up Phonics/Reading 9.5 hours weekly Year 3-5 English catch up 9.5 hours	£14,000	Closing the gap catch up individual/small group work enables pupils to access the age appropriate curriculum and to not fall behind. Ensures that children can receive rapid intervention to support a mastery curriculum.	EEF Toolkit: Moderate impact for moderate cost based on extensive evidence +4 months per year See appendix 2
4	Teaching Assistants are deployed to carryout daily small group guided reading sessions.	£6,000	Targeting of pupils enables accelerated progress in reading	EEF Toolkit: Moderate impact for moderate cost based on extensive evidence +4 months per year.



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	Action	Projected cost	Rationale	Evidencing impact
5	Forest Schools participation (Based on 6 PP children attending each week for 39 weeks)	£900	Providing pupils with opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees	EEF Toolkit: Moderate impact for moderate cost based on moderate evidence +4 months per year <i>Following the return to school for y6 pupils following lockdown each 'bubble' of 10 participated in a session. The children were able to be outdoors and 'socialise'. This enabled them to relax and alleviate any stress and/or anxiety. Prior to lockdown 2 groups of y3 participated with a mixture of SEN children and those with social and emotional difficulties. Forest school helps with their communication skills, body language, outdoor learning and confidence. Several EAL children and those that need help with friendships also benefit.</i>
6	Lunchtime staffing increased -Pastoral care – 5 hrs per week - £3,600 Lunch club -2 support staff – 10 hours per week - £1,700 Lunchtime supervisor -garden area – 5 hours per week - £1,794.00	£7,000	To support a positive lunchtime experience that provides varied learning opportunities as well as enabling vulnerable pupils to have appropriate support during less structured times of the school day	EEF Toolkit: Moderate impact for moderate cost based on moderate evidence +4 months per year <i>Children were able to access the wildlife area freely and 'play' in this 'wood like' environment. The area is set up to encourage free and imaginative play. Lunch club supported up to 20 children daily who were able to practise their social interaction and friend making skills through lego play and other resources. Pastoral support across lunchtime has enabled pupils to speak individually with our PSO both on the playground informally as well as inside. The room is also staffed and has enabled a group fo up to 10 children who for varying reasons are unable to access the lunch areas-anxiety/slow eaters etc.</i>



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	Action	Projected cost	Rationale	Evidencing impact
7	Pastoral Support Officer (PSO) <i>targeted sessions in all year groups</i> <i>Circle time, therapy sessions etc.</i> <i>Individual support and counselling</i>	£82,600	Improving confidence and esteem Social and emotional learning: moderate impact for moderate cost Maslow's hierarchy of needs - ensure children have basic needs met.	EEF Toolkit: Moderate impact for moderate cost based on moderate evidence +4 months per year <i>See appendix 1</i>
8	Behaviour support/ ELSA worker		Behaviour intervention Sutton trust: moderate impact for moderate cost (social and emotional learning) High percentage of vulnerable children for exclusion are PP	EEF Toolkit: Moderate impact for moderate cost based on extensive evidence +3 months per year <i>See appendix 1</i>
9	Family support worker role		Providing a staff member who can develop positive relationships with parents/carers to support the attendance and learning of all pupils.	EEF Toolkit: Moderate impact for moderate cost. +4 months per year <i>See appendix 1</i>
10	Training of additional DSLs - £220 per person	£79.00	To support families in the school community with complex needs	
11	Education Welfare Service support - £6,251.00 per annum	£2,000.00	Increased attendance will result in increased attainment for PP pupils. Supports the work of the school Family Support worker.	<i>Regular meetings with school parent link worker. Attendance panels Penalty notices.</i> <i>Home visits to families repeatedly non attending and with complex issues.</i>
12	Residential for year 6.	£1,500	Providing experiences to engage children and enrich curriculum Helping to support 'engage experiences' in the new curriculum to help PP children to be inspired and develop a love of learning	EEF Toolkit: Moderate impact for moderate cost based on moderate evidence +4 months per year Pupils were able to



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	Action	Projected cost	Rationale	Evidencing impact								
13	Termly subsidised trips/experiences for pp pupils throughout the year	£4,000	Providing experiences to engage children and enrich curriculum Helping to support 'engage experiences' in the new curriculum to help PP children to be inspired and develop a love of learning	<p>EEF Toolkit: Moderate impact for moderate cost based on moderate evidence +4 months per year <i>Subsidised visits (50% of cost) for all pupil premium children in school.</i></p> <table border="1" data-bbox="1379 639 1868 895"> <tr> <td data-bbox="1379 639 1509 715">Year 3</td> <td data-bbox="1509 639 1868 715">Creative learning service visitors-Rocks</td> </tr> <tr> <td data-bbox="1379 715 1509 790">Year 4</td> <td data-bbox="1509 715 1868 790">Victorian day experience Iron Man performance</td> </tr> <tr> <td data-bbox="1379 790 1509 865">Year 5</td> <td data-bbox="1509 790 1868 865">Leicester landmarks walk Cinema visit-Phoenix</td> </tr> <tr> <td data-bbox="1379 865 1509 895">Year 6</td> <td data-bbox="1509 865 1868 895">Cinema visit-Phoenix</td> </tr> </table> <p><i>Only Autumn 2019 as all other visits cancelled due to Covid19</i></p>	Year 3	Creative learning service visitors-Rocks	Year 4	Victorian day experience Iron Man performance	Year 5	Leicester landmarks walk Cinema visit-Phoenix	Year 6	Cinema visit-Phoenix
Year 3	Creative learning service visitors-Rocks											
Year 4	Victorian day experience Iron Man performance											
Year 5	Leicester landmarks walk Cinema visit-Phoenix											
Year 6	Cinema visit-Phoenix											
14	Sporting Events through City Schools Partnership and DSAT £14,454.00	(Sports premium funded) £5,174.00	Providing sporting experiences to pupils in order to engage them and allow access to possibilities for future participation.	EEF Toolkit: Low impact for moderate cost based on limited evidence. +2 months per year <i>See sports premium report 2019-20</i>								
15	Lunchtime enrichment and access to computers- Reading groups /Times tables rock star/ Homework/ Century AI		Continuing to develop a love of reading and 'reading stamina.' In pupils. Providing opportunities for pupils to access internet learning platforms.	EEF Toolkit: Moderate impact for low cost with extensive evidence +5 months per year <i>Pupil participation in online learning increased considerably. Pupils were particularly keen on xtable rock stars and the challenges that were set up by teachers. Pupils with no computer access at home had a weekly slot to complete homework and online learning as well as other lunchtime club for x table rock stars. 120 pupils a week. Year 4 national x table test practice score was at the national average.</i>								



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	Action	Projected cost	Rationale	Evidencing impact
16	-HA group focused Square Mile project linked activities. Maths projectsx2. Coding. University aspiration visits.		Participation in learning opportunities provided by Universities -opening up future possibilities and aspirations for Higher education.	EEF Toolkit: Moderate impact for low cost with moderate evidence +5 months per year
17	Breakfast/early reading club	£2,800	Providing opportunities for pupils to have a quiet, structured reading environment.	EEF Toolkit: Moderate impact for low cost with extensive evidence +5 months per year
18	Homework club – 3 days a week. 1 hour. 3 x L2 TA. Pupils supported with their homework	£2,335.00	Providing time and support of staff members to enable pupils to complete homework. Developing good learning behaviours.	EEF Toolkit: Low impact for moderate cost with moderate evidence +1 months per year

Appendix 1 Covid 19 response Merrydale Junior March -August 2020

Merrydale closed to all pupils as part of the National Lockdown on March 22nd 2020. School remained open to children of key workers and vulnerable children.

The number of vulnerable pupils who the school encouraged to attend was 20 although few attended. During the entire lockdown period the pastoral team continued to encourage these families to send their children to school with varying levels of success.

The pastoral and safeguarding team of staff set up a Red, Amber, Green list for telephone contact.

Red- 2/3 times a week contact-high level social care involvement and/or school high level concern. Amber-weekly contact- school level concern. Green – weekly/fortnightly contact.

Emotional needs

These calls were made by the Family link worker, pastoral support worker and the ELSA. The pastoral team also reviewed the teacher’s weekly register of online engagement and called pupils weekly if they had not been ‘seen’ online.

All children were also given information about the pastoral blog on which they could privately send a message to the pastoral team if they had any concerns or worries. The team then followed the messages up with a call home to talk to the child and their parent/carer.



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An emergency phone service was available from March. The pastoral team and SLT continued to make telephone calls to vulnerable families and be available through the school's emergency phone throughout the Summer period.

DSLs held a weekly Teams meeting throughout the lockdown period to share concerns and information updates about families. DSLs also attended core groups, CP and LAC meetings throughout the entire closure period. External agency liaison also continued including with paediatricians and social care.

Pastoral / Family support worker engagement 2019/2020 August '19 to March '20

Year Group	Pastoral	Pastoral - PP	FSW	FSW - PP
3	30	16	34	15
4	37	13	40	17
5	44	14	46	18
6	42	25	53	2
CP/CIN/EH			11	8
Home Visits			8	3
Pannel meetings				
Penalty Notices			19	6
Court (attendance issues)			4	4
Attending Dr / Paediatrician			8	6
Signposting			6	5



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END OF KS2 ATTAINMENT: % ON TRACK ARE						
Year 6	Reading			Writing		
	KS1 Prior Att.	Au1	Au2	KS1 Prior Att.	Au1	Au2
All - EXS+	47%	58%	61%	44%	52%	55%
All - GDS	7%	8%	9%	3%	3%	7%
Boys - EXS+	41%	62%	64%	39%	49%	50%
Boys - GDS	7%	7%	9%	2%	0%	5%
Girls - EXS+	52%	55%	59%	50%	55%	59%
Girls - GDS	7%	9%	9%	5%	7%	9%
Non-Disadvantaged - EXS+	46%	59%	62%	46%	52%	56%
Non-Disadvantaged - GDS	6%	5%	6%	2%	0%	3%
Disadvantaged - EXS+	48%	56%	60%	40%	52%	52%
Disadvantaged - GDS	8%	16%	16%	8%	12%	16%
Year 6	Maths			RWM Combined		
	KS1 Prior Att.	Au1	Au2	KS1 Prior Att.	Au1	Au2
All - EXS+	50%	61%	53%	32%	49%	49%
All - GDS	0%	6%	6%	0%	1%	5%
Boys - EXS+	57%	64%	57%	27%	49%	50%
Boys - GDS	0%	4%	5%	0%	0%	2%
Girls - EXS+	43%	57%	50%	36%	50%	48%
Girls - GDS	0%	7%	7%	0%	2%	7%
Non-Disadvantaged - EXS+	54%	63%	57%	35%	48%	52%
Non-Disadvantaged - GDS	0%	6%	5%	0%	0%	3%



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Disadvantaged - EXS+	40%	56%	44%	24%	52%	40%
Disadvantaged - GDS	0%	4%	8%	0%	4%	8%
Year 5	Reading			Writing		
	KS1 Prior Att.	Au1	Au2	KS1 Prior Att.	Au1	Au2
All - EXS+	64%	63%	63%	61%	60%	61%
All - GDS	18%	19%	19%	16%	11%	11%
Boys - EXS+	56%	60%	58%	53%	57%	58%
Boys - GDS	16%	18%	19%	12%	9%	9%
Girls - EXS+	72%	67%	68%	68%	63%	64%
Girls - GDS	19%	20%	19%	19%	13%	13%
Non-Disadvantaged - EXS+	62%	62%	62%	62%	60%	62%
Non-Disadvantaged - GDS	17%	16%	16%	16%	12%	10%
Disadvantaged - EXS+	71%	67%	67%	57%	59%	57%
Disadvantaged - GDS	19%	20%	29%	14%	9%	14%
Year 5	Maths			RWM Combined		
	KS1 Prior Att.	Au1	Au2	KS1 Prior Att.	Au1	Au2
All - EXS+	69%	63%	63%	54%	58%	58%
All - GDS	19%	11%	16%	10%	8%	10%
Boys - EXS+	67%	66%	58%	51%	55%	53%
Boys - GDS	23%	14%	19%	9%	7%	7%
Girls - EXS+	70%	61%	68%	57%	61%	62%



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Girls - GDS			15%	9%	13%	11%	9%	13%
Non-Disadvantaged - EXS+			71%	65%	68%	55%	59%	61%
Non-Disadvantaged - GDS			22%	12%	16%	10%	7%	9%
Disadvantaged - EXS+			62%	59%	48%	52%	55%	48%
Disadvantaged - GDS			10%	9%	14%	10%	9%	14%
END OF YEAR 4 ATTAINMENT: % ON TRACK ARE								
Year 4	Reading			Writing				
		Au1	Au2	KS1 Prior Att.	Au1	Au2		
All - EXS+		52%	47%	57%	56%	51%	51%	
All - GDS		15%	3%	5%	10%	2%	1%	
Boys - EXS+		58%	47%	58%	53%	48%	47%	
Boys - GDS		19%	2%	7%	7%	3%	2%	
Girls - EXS+		46%	48%	56%	58%	52%	54%	
Girls - GDS		13%	4%	4%	13%	2%	0%	
Non-Disadvantaged - EXS+		51%	47%	58%	58%	51%	53%	
Non-Disadvantaged - GDS		18%	3%	7%	10%	1%	1%	
Disadvantaged - EXS+		53%	50%	53%	47%	50%	42%	
Disadvantaged - GDS		5%	6%	0%	11%	6%	0%	
Year 4	Maths			RWM Combined				
		KS1 Prior Att.	Au1	Au2	KS1 Prior Att.	Au1	Au2	
All - EXS+		63%	54%	60%	43%	44%	47%	
All - GDS		20%	7%	8%	4%	0%	1%	



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Boys - EXS+	72%	63%	70%	44%	45%	47%
Boys - GDS	28%	15%	16%	5%	0%	2%
Girls - EXS+	54%	46%	52%	42%	43%	48%
Girls - GDS	13%	0%	0%	4%	0%	0%
Non-Disadvantaged - EXS+	63%	55%	61%	43%	43%	49%
Non-Disadvantaged - GDS	21%	7%	10%	6%	0%	1%
Disadvantaged - EXS+	63%	50%	58%	42%	44%	42%
Disadvantaged - GDS	16%	6%	0%	0%	0%	0%

END OF YEAR 3 ATTAINMENT: % ON TRACK ARE						
Year 3	Reading			Writing		
	KS1 Prior Att.	Au1	Au2	KS1 Prior Att.	Au1	Au2
All - EXS+	65%	62%	57%	72%	72%	63%
All - GDS	16%	17%	13%	22%	21%	10%
Boys - EXS+	62%	61%	62%	64%	63%	62%
Boys - GDS	14%	15%	14%	19%	20%	12%
Girls - EXS+	67%	63%	53%	78%	80%	65%
Girls - GDS	18%	18%	12%	24%	22%	8%
Non-Disadvantaged - EXS+	66%	63%	61%	76%	76%	67%
Non-Disadvantaged - GDS	13%	13%	12%	20%	19%	11%
Disadvantaged - EXS+	59%	60%	41%	53%	53%	47%
Disadvantaged - GDS	29%	33%	18%	29%	33%	6%
Year 3	Maths			RWM Combined		



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	KS1 Prior Att.	Au1	Au2	KS1 Prior Att.	Au1	Au2
All - EXS+	74%	73%	67%	57%	57%	54%
All - GDS	22%	21%	16%	11%	11%	6%
Boys - EXS+	76%	76%	74%	57%	56%	60%
Boys - GDS	33%	32%	29%	14%	15%	12%
Girls - EXS+	73%	71%	61%	57%	57%	49%
Girls - GDS	12%	12%	6%	8%	8%	2%
Non-Disadvantaged - EXS+	79%	76%	70%	59%	57%	57%
Non-Disadvantaged - GDS	22%	21%	16%	9%	9%	7%
Disadvantaged - EXS+	53%	60%	53%	47%	53%	41%
Disadvantaged - GDS	18%	20%	18%	18%	20%	6%