



Merebrook Infant School  
Pupil Premium Strategy 2020-2021

School Data	
Total number of pupils on roll	113
Total number of pupils eligible for PPG	30
Amount received per pupil	£1076
Total amount of PPG received	£32,2810 (up to 31 <sup>st</sup> March 2021)

The date of the school's next review of its pupil premium strategy July 2021



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The main barriers to educational achievement for eligible pupils	How the grant will be spent to address these barriers.	The reason for this approach	How impact will be measured
<p>Oral language on entry to school is below expectations and is lower for pupils in receipt of Pupil Premium Funding. New intake 2020-reduced preschool offer due to COVID 19 and impact on transition into school. Parents report speech and language referrals not all followed up due to limited access to services during lockdown</p>	<ul style="list-style-type: none"> <li>Delivering of speech and language programmes (LIPS, School Start Programme) in EYFS by teaching assistant to improve oral language skills for pupils in EYFS.</li> <li>Continued employment of teaching assistant to lead speech and language interventions for individual pupils.</li> <li>Resources purchased to support delivery of LIPS programme.</li> <li>Introduction of Talking Boxes – EYFS lead to model to parents how to use the resources.</li> </ul>	<p>Targeted support for groups of pupils. To support 1:1 intervention for individual pupils as well as groups of pupils. Targeted support for groups of pupils. To support 1:1 intervention for individual pupils as well as groups of pupils. Resources for parents and model from teacher to show clearly what do it.</p>	<p>Monitoring of group and individual pupil speech and language targets. Parental feedback from use of resources. Internal tracking data from termly assessments.</p>
			<p>£5,810</p>
<p>Attainment gap for some pupils eligible for pupil premium in reading, writing and maths.</p>	<ul style="list-style-type: none"> <li>To focus on disadvantaged groups within pupil progress meetings with SLT and plan for support and intervention where necessary.</li> <li>Continued employment of teaching assistant dedicated to providing phonic and reading intervention 1:1 for pupils.</li> </ul>	<p>Targeted support for groups of pupils. To support 1:1 intervention for individual pupils as well as groups of pupils. To enhance the current provision in school for intervention. Targeted support for groups of pupils. To support 1:1 intervention for individual pupils as well as groups of pupils. Quality first teaching approach developed so that children will be</p>	<p>Phonics assessment data monitored to measure impact of support.</p>

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	<ul style="list-style-type: none"> <li>• Purchase of additional EYFS books to support home reading.</li> <li>• Purchase of additional RWI books to support pupils reading in class.</li> <li>• Staff training to enable teachers to deliver maths teaching using maths mastery method (release of teachers to observe expert practice)</li> <li>• Staff training to enable teachers to deliver whole class reading teaching (release of teachers to observe expert practice)</li> </ul>	<p>removed from curriculum lessons less for intervention as they are better catered for in quality first teaching.</p>	
			<p>£15,500</p>
<p>COVID 19 impact on attainment and wellbeing of pupils and their families:</p> <ul style="list-style-type: none"> <li>• Reduction in transition opportunities prior to starting school (visits to preschools, home visits) and impact on EYFS attainment</li> <li>• Pupil and parental anxiety</li> <li>• Disruption to face to face teaching – online</li> </ul>	<ul style="list-style-type: none"> <li>• Additional funding to support Forest School provision in school to offer increase in outdoor learning and wellbeing support.</li> <li>• Staff training on Mental Health issues and how Trauma impacts on pupils</li> <li>• Weekly meetings with parents with the aim of supporting families with the aim of improving punctuality and attendance</li> </ul>	<p>To enable direct 1:1 support from school staff for families and pupils to improve punctuality and attendance.</p>	<p>Attendance data reviewed bi-weekly for individual pupils and half termly whole school. Case study of pupil(s).</p>



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<p>and welfare checks in place</p> <ul style="list-style-type: none"> <li>● Possible impact on attendance</li> </ul>	<ul style="list-style-type: none"> <li>● Staff training on online teaching using Teams and use of Lynx to enhance teaching in the classroom</li> </ul>		
			£9,000
<p>Family financial difficulties resulting in inability to afford school visits and after school enrichment activities, uniform.</p>	<ul style="list-style-type: none"> <li>● School visits subsidised</li> <li>● Breakfast and afterschool enrichment clubs subsidised</li> <li>● Provide school uniform provided as necessary</li> </ul>	<p>Direct support for families and pupils to ensure they are able to access the full curriculum and extra-curricular activities. To ensure that every child is given the experiences they need to develop the cultural capital they deserve. To support children to develop holistically as citizens of our world.</p>	<p>Termly assessment data</p>
			£2,500