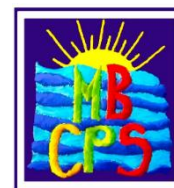


Morecambe Bay Community Primary School

Pupil Premium Strategy 2024 - 25



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	248
Proportion (%) of pupil premium eligible pupils	60.88% 151 pupils
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2025
Date this statement was published	5 th December 2024
Date on which it will be reviewed	5 th December 2025
Statement authorised by	Lee Dougan
Pupil premium lead	Cassie Jones
Governor / Trustee lead	Rev Dan Cronin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 223, 480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 223, 480

Part A: Pupil premium strategy plan

Statement of intent

At Morecambe Bay Community Primary School we teach our children the essential skills of English and Mathematics within a broad, balanced and engaging curriculum, whilst fulfilling the requirements of the National Curriculum. We provide a secure, caring environment for all children, where they know they are valued as individuals and can develop to their full potential.

The staff and community engage in a richly, stimulating and modern curriculum which prepares our children for life in an ever-changing world. Our curriculum is designed to develop an appreciation of how wonderful each one of them is, what a joy it is to live and learn in the beautiful Morecambe Bay and how precious our world is.

We recognise that a significant proportion of our pupils are disadvantaged which drives our commitment to providing the best education for all our pupils.

The core of our pupil Premium strategy is developing Great Teaching and investment in CPD from internal and external agencies. This investment will enable staff to develop and advance their skills.

Our Pupil Support Manager and Family Support Worker work to support our children and families who have pastoral, CSC support and ongoing issues with environmental factors. Children who have experienced ACES, trauma and mental Health issues are supported with nurture provision and mentoring.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	A high percentage of children begin Reception with significantly low starting points, particularly in word reading, comprehension, writing and fine motor skills.
2	Phonics and early reading attainment is significantly low due to low starting points for children on entry to school. There is a significant gap between disadvantaged and non disadvantaged children in phonics.
3	There is a significant gap in attainment for disadvantaged children in all areas of the curriculum across the school.

4	Attendance overall was 92.64 % during 2023 –2024 with disadvantaged children at 91.2 %.
5	Morecambe Bay Community Primary school is situated in an area that is within the 5% most deprived in the country. This can result in poor housing, unemployment, financial difficulties and issues with mental health.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Improve and maintain outcomes for disadvantaged children by;</p> <ul style="list-style-type: none"> • Developing and ensuring quality first teaching across school • Reducing the gap in attainment between disadvantaged and non disadvantaged children 	<ul style="list-style-type: none"> • Teaching and learning will be good throughout school • EYFS – Ensure there is no significant difference between disadvantaged and non disadvantaged children achieving GLD. • Phonics – Ensure there is no significant difference between disadvantaged and non disadvantaged children achieving the expected standard in Phonics. • KS1 – Ensure there is no significant difference between disadvantaged and non disadvantaged children achieving the expected standard. • KS2 – Ensure there is no significant difference between disadvantaged and non disadvantaged children achieving the expected standard.
<p>Establish and further develop pupil and family support to enable children to access the curriculum offer, improve their success and build on personal development.</p>	<ul style="list-style-type: none"> • The whole school community and stakeholders will be committed to behavioural approaches to create a safe and supportive learning environment. • Teaching and learning will be good and behaviour well managed. • Children and parents will recognise behaviour in school is good.

	<ul style="list-style-type: none"> • Safeguarding procedures will continue to be robust, systematic and thorough. • Families and children will receive preventative support from in school pastoral support and appropriate outside agencies. • Nurture provision and robust SEND systems will be in place to support children accessing the curriculum offer.
Drive up attendance figures and reduce the number of children arriving late to school.	<ul style="list-style-type: none"> • There will be no gap between disadvantaged and non disadvantaged children. • Persistent absence to be in line or above national and county expectations. • Attendance to be in line or above national and county expectations.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 65,029

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Great Teaching program and LCC support.</p> <p>Twilight meetings throughout the year, consultation with advisors, group and bespoke CPD.</p> <p>£16,515</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>(1)</p>	1, 2, 3

<p><i>Whole school staff CPD</i></p> <p>£16,514</p>	<p>Teaching assistants comprise over a quarter of the workforce in mainstream schools in England.</p> <p>A combination of factors means that schools now spend approximately £4.4 billion each year on TAs, corresponding to 13% of the education budget. This presents an excellent opportunity for improvements in practice, with such a large and already committed resource in place. (2)</p> <p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p>	<p>1, 2, 3</p>
<p>Deputy Headteacher time to monitor and implement Teaching and Learning CPD and initiatives, including – subject leader support, phonics, pupil progress of PP, curriculum lead, data analysis, implementation of next steps.</p> <p>£31,000</p>	<p>In the EEF guidance report: Putting evidence to work: a school's guide to implementation, it states that "School leaders play a central role in improving education practices through high-quality implementation." Having a lead person to oversee the implementation of the PPG strategy ensures that leaders at all levels are held account for their role in improving outcomes for disadvantaged children. (3)</p>	<p>1, 2, 3</p>
<p>Purchasing phonics schemes and spelling TA meets</p> <p>£1000</p>	<p>The EEF document regarding Phonics shares that Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (4)</p>	<p>2</p>

- 1 - <https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching>
- 2 - <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>
- 3 - <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation>
- 4 - <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 37,923

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ 2 HLTAs to deliver a range of interventions across school. £34,129	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness. (5)</p>	1, 2, 3
Acorn Psychology Educational Psychologist support to identify need and learning programmes for children.	The advice provided by the EP for our most vulnerable children continues to be of high quality and constitutes worthwhile spending.	3

£3794		
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5 - <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ £120,528

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ a pupil support manager to oversee all of the additional provision and support that is in place to meet the needs of vulnerable pupils and their families; including attendance, child protection and liaison with external pupil support agencies. The PSM will also lead the school's team of learning mentors and make referrals to support additional services where necessary.</p> <p>35,495</p>	<p>The Pupil Support Manager and her team make an invaluable contribution to outcomes for children at Morecambe Bay School. As a school, the evidence for the need is clear and has been well documented as part of whole school evaluation for a number of years. The caseload of the pupil support team increased last year and more families were classed as needed a higher level of support which in turn requires further resources from a school perspective.</p>	4, 5
<p>Maintain and embed Family Support Worker role to build strong relationships with families, support and develop parents skills and sign post to relevant agencies.</p>	<p>Children's social care have a strong emphasis on early help and support being provided and maintained in school. The Family support role will prevent escalation of families and cases to CSC.</p>	4, 5

£34,766		
RR	<p>We know the impact that nurture has on the lives of children and young people. Our training, products and services are evidence-based and practice-led, ensuring education professionals are equipped with the tools they need to meet the social, emotional and mental health needs of their pupils.</p> <p>Nurture enables teachers to identify, understand, and address pupils' needs with the right support. It helps schools to improve attendance, behaviour and attainment, and reduce exclusions.</p> <p>Through the International Journal of Nurture in Education and our own research reports and projects, we gather and promote research on the impact of nurture principles and provision, so that every child is ready and able to learn. (6)</p>	3, 5
£32,225		
Learning mentors	<p>Learning mentors work with school and college students and pupils to help them address barriers (and potential barriers) to learning through supportive one-to-one relationships and sometimes small group work.</p> <p>https://www.skillsforschools.org.uk/roles-in-schools/learning-mentor/</p>	3, 5
£15,042		
Little Lilacs	<p>Play therapy is a structured, theoretically based approach to therapy that builds on the normal communicative and learning processes of children (Carmichael, 2006; Landreth, 2002; O'Connor & Schaefer, 1983). The curative powers inherent in play are used in many ways. Therapists strategically utilize play therapy to help children express what is troubling them</p>	3, 5

£3000	<p>when they do not have the verbal language to express their thoughts and feelings (Gil, 1991). In play therapy, toys are like the child's words and play is the child's language (Landreth, 2002). Through play, therapists may help children learn more adaptive behaviours when there are emotional or social skills deficits (Pedro-Carroll & Reddy, 2005). The positive relationship that develops between therapist and child during play therapy sessions can provide a corrective emotional experience necessary for healing (Moustakas, 1997). Play therapy may also be used to promote cognitive development and provide insight about and resolution of inner conflicts or dysfunctional thinking in the child (O'Connor & Schaefer, 1983; Reddy, Files-Hall, & Schaefer, 2005). (8)</p>	
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6 - <https://www.nutureuk.org/research-evidence/>

7 - <https://www.skillsforschools.org.uk/roles-in-schools/learning-mentor/>

8 - <https://www.a4pt.org/page/PTMakesADifference/Play-Therapy-Makes-a-Difference.htm>

Total budgeted cost: £ £223,480

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Results from July 2024 demonstrate a significant increase in Reading, Writing and Maths across school. Attendance has improved and our Family support, pastoral and wellbeing offer has increased.	
EYFS:	Overall GLD: 56 % Disadvantaged GLD: 45 % Non-Disadvantaged GLD: 64 % Disadvantaged gap: 19 %
Phonics:	Overall Achieving expected standard: 52.6% Disadvantaged: 45% Non-Disadvantaged: 61.1% Disadvantaged gap: 16.1%
KS1:	Reading Overall expected standard: 60 % Disadvantaged: 57 % Non-Disadvantaged: 67 % Disadvantaged gap: 10 %
	Writing Overall expected standard: 55 % Disadvantaged: 57 % Non-Disadvantaged: 50 % Disadvantaged gap: 7 %
	Maths Overall expected standard: 60 %

	<p>Disadvantaged: 57 %</p> <p>Non-Disadvantaged: 67 %</p> <p>Disadvantaged gap: 10 %</p>
KS2:	<p>Reading expected standard: 57.1%</p> <p>Disadvantaged: 47.6%</p> <p>Non-Disadvantaged: 71.4%</p> <p>Disadvantaged gap: 23.8%</p>
	<p>Spelling, Punctuation & Grammar</p> <p>Expected standard 62.9%</p> <p>Disadvantaged: 47.6%</p> <p>Non-Disadvantaged: 85.7%</p> <p>Disadvantaged gap: 38.1%</p>
	<p>Writing</p> <p>Expected standard: 54.3%</p> <p>Disadvantaged: 42.9%</p> <p>Non-Disadvantaged: 71.4%</p> <p>Disadvantaged gap: 28.5%</p>
	<p>Maths</p> <p>Expected standard: 42.9%</p> <p>Disadvantaged: 33.3%</p> <p>Non-Disadvantaged: 57.1%</p> <p>Disadvantaged gap: 23.8%</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.