**Morton Primary School Long-term Pupil Premium Strategy-3-Year Plan (2020-21, 2021-22, 2022-23)**

# Our funding

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| Funding summary: Year 1 2020-21 | | | | | | |
| Total number of pupils | 106 | PPG received per pupil | | £1,345 | Indicative PPG as advised in School Budget Statement | £30,935 |
| Number of pupils eligible for PPG | | 23 | Actual PPG budget | £30,935 |
| Funding estimate: Year 2 2021-22 | | | | | | |
| Estimated pupil numbers | | | 106 | | | |
| Estimated number of pupils eligible for PPG | | | 20 | | | |
| Estimated funding | | | £26,900 | | | |
| Funding estimate: Year 3 2022-23 | | | | | | |
| Estimated pupil numbers | | | 106 | | | |
| Estimated number of pupils eligible for PPG | | | 15 | | | |
| Estimated funding | | | £20,175 | | | |

# Intervention planning in full

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| Intervention: | Improve quality of teaching in all classes by ensuring quality first teaching is taking place. | | | | | | | | |
| Category: | Quality of teaching for all | | | | | | | | |
| Intended outcomes: | Improve the quality of teaching and have an ‘outstanding’ teacher in every classroom by the end of year 3 | | | | Success criteria: | | Every teacher has been judged ‘outstanding’ by internal assessment | | |
| Staff lead: | Headteacher and Subject Leaders | | | | | | | | |
| Implementation | Year 1 2020-21 | | | Year 2021-22 | | | | Year 3 2022-23 | |
| How we will implement this intervention in year 1:  Ensure Quality First Teaching is taking place. This will ensure each child receives high quality teaching and reduces the need for interventions.  Lesson Observations  Paired Teaching Observations  Pupil Progress Reviews  Termly CPD slot/s for self-led/directed professional development.  Staff Meetings  **Covid-19 Caused serious disruption to teaching and learning throughout the academic year.**  *Pupils have been tracked using both formative and summative assessment when it was possible due to covid19 disruption.*  *Separate Lockdown vulnerability grids showing pupil engagement during lockdown completed by staff.*  *Venn Diagrams show pupil attainment towards meeting age related expectations.*  *Provision Maps completed to show each individual child’s additional support programme.* | | | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):  ***Class structures have been changed with extra support put in place in two classes.***  ***Training being implemented on NELI to support early years.***  ***Pupil progress reviews to be scheduled for September as part of teacher appraisals.***  ***SLT management time to be allocated to monitor teaching and learning and pupil progress. The interventions that are taking place will need to be closely monitored and checked to decide if they are meeting pupil needs.***  Priorities for learning will be established in liaison with the Headteacher and Subject Leaders cover will be provided where necessary to facilitate these meetings.  *This support will updated as necessary following pupil progress reviews and following discussions. It may also involve widening the strategy, amending the approach or phasing out the approach if it is a short-term intervention. It will also be used to set new goals for pupils.* | | | | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):  **This space will be updated to outline the plan for implementation in year 3 and set new goals for pupils.** | |
| Light-touch review notes | Annual review notes:   * JF/CB STEM Continuous Provision * LB/JC/HB/NB –Read Write Inc Training * JW Virtual School Training * JW SEND Cluster briefings * KF PP Cluster Briefing * JS Maths Leader Conference * JS Maths Subject Leader Briefings * KA English Subject Leader Briefings   ***Only 36% of disadvantaged pupils are currently working at the expected standard and will be closely monitored during pupil progress reviews.***  ***Class structures have been changed as a result with extra support put in place in two classes.***  ***Training being implemented on NELI to support early years for new starters and possibly pick up any Y1 as deemed necessary.*** | | | Annual review notes: | | | | Final review notes: | |
| Light-touch review overall assessment | The intervention is performing:  Due to the disruption of covid19 the intervention programmes cannot be truly measured therefore this will be closely monitored from Sept 21 to check against Interventions in place however I would judge this as:   * As expected | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | |
| Anticipated expenditure | Year 1 | £30,935 | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase 🞏  Decrease 🞏  Remain the same 🞏 | | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏  Decrease 🞏  Remain the same 🞏 |
| Year 2 | | | £ | | Year 3 | £ |
| Total anticipated expenditure: | £ 82,808 needed to cover TA salaries | | | | | | | |
| Actual expenditure | Year 1 | £82, 808 | Year 2 | | | £ | | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | | Increased 🞏  Decreased 🞏  Remained the same 🞏 | | Did expenditure increase, decrease or remain the same? | Increased 🞏  Decreased 🞏  Remained the same 🞏 |
| Total actual expenditure: | £82, 808 | | | | | | | |
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| Intervention: | Develop resilience and independence in all children | | | | | | | | |
| Category: | Quality of teaching for all | | | | | | | | |
| Intended outcomes: | Children are more resilient when faced with a range of challenges, developing positive attitudes to learning. | | | | Success criteria: | | Positive Behaviour for Learning throughout school.  Improved independence  Improved resilience when faced with difficulties  Better understanding of the Growth Mindset and how to apply this.  Application of transferable skills to problem solving | | |
| Staff lead: | KF/KA | | | | | | | | |
| Implementation | Year 1 2020-21 | | | Year 2021-22 | | | | Year 3 2022-23 | |
| How we will implement this intervention in year 1:  Positive behaviour for learning in class monitored through the Good to be Green behaviour reward system.  Support for disadvantaged children in class to enable them to complete the most challenging work possible according to their ability.  Develop Velcro effect with TA’s to further promote independence.  Build on Growth Mindset that is already in place during weekly assembly.  Develop problem solving skills through the new curriculum. | | | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):  ***Continue to enforce a positive behaviour for learning through the school G2BG positive reward system.***  ***Monitor independence as part of pupil progress reviews. Assess level of support given and needed per individual/group and class.***  ***Review Growth Mindset when assemblies commence Sept 21.***  *This is the initial outline the plan for implementation in year 2 but will be fluid depending on needs. It may also involve widening the strategy, amending the approach or phasing out the approach if it is a short-term intervention. It will also be used to set new goals for pupils.* | | | | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):  **This space will be updated to outline the plan for implementation in year 3 and set new goals for pupils.** | |
| Light-touch review notes | Annual review notes:  **Good to Be Green was reinforced following Covid-19 lockdown with children given reminders and a degree of leeway as they settled back into school life with a full class.**  **Disadvantaged continue to be supported in class through a variety of class, group and individual activities with support given at the appropriate level promoting independent learning whenever possible.**  **Assembly did not take place other than in classes due to Covid-19 so Growth Mindset was not covered at whole school level instead Wellbeing of children took precedence following Covid-19 and lockdown with integration of children back into teaching and learning in a classroom environment and the expectations this entails.**  **Problem solving skills to be integrated through our new curriculum and build these in wherever possible during curriculum review of Topic Maps**. | | | Annual review notes: | | | | Final review notes: | |
| Light-touch review overall assessment | The intervention is performing:  Due to the disruption of covid19 the intervention programmes cannot be truly measured therefore this will be closely monitored from Sept 21 as part of SLT however I would judge this as:   * As expected | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | |
| Anticipated expenditure | Year 1 | £ | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase 🞏  Decrease 🞏  Remain the same 🞏 | | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏  Decrease 🞏  Remain the same 🞏 |
| Year 2 | | | £ | | Year 3 | £ |
| Total anticipated expenditure: | £ This will form pare of the overall expenditure | | | | | | | |
| Actual expenditure | Year 1 | £ | Year 2 | | | £ | | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | | Increased 🞏  Decreased 🞏  Remained the same 🞏 | | Did expenditure increase, decrease or remain the same? | Increased 🞏  Decreased 🞏  Remained the same 🞏 |
| Total actual expenditure: | This forms part of the overall expenditure £82, 808 | | | | | | | |

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| Intervention: | To improve the social, physical and emotional well-being of pupils (with a particular view on how Covid-19 has affected individual pupils). | | | | | | | | |
| Category: | Targeted academic support | | | | | | | | |
| Intended outcomes: | To raise confidence and self-esteem in disadvantaged pupils. | | | | Success criteria: | |  | | |
| Staff lead: | KF | | | | | | | | |
| Implementation | Year 1 2020-21 | | | Year 2021-22 | | | | Year 3 2022-23 | |
| How we will implement this intervention in year 1:  To motivate disadvantaged learners to take part in wider school roles to promote their social emotional and physical well-being.  Small group work  WOW days  Peer Mentoring  Mini Leaders  Mindfulness sessions in class.  Lego Therapy  Specific Sports Activities  Forest Schools  Arts Mark and Arts Award  **Evidence (Sutton Trust/EEF)**  Social and Emotional Learning +4 months  Outdoor Adventure learning +4 months  Sports Participation +2 months  Development of Arts Participation Sutton Trust/EEF +2 months. | | | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):  ***PSHE will be timetabled and taught weekly to ensure this area is covered. Further PSHE assemblies will be held weekly covering these issues.***  ***P4YP extra hours to continue to support individual pupil needs.***  **Staff to use professional judgement as to any issues or growing needs that arise.**  *This space will be updated as necessary to outline any changes to this plan for implementation in year 2. It may also involve widening the strategy, amending the approach or phasing out the approach if it is a short-term intervention. It will also be used to set new goals for pupils.* | | | | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):  **This space will be updated to outline the plan for implementation in year 3 and set new goals for pupils.** | |
| Light-touch review notes | Annual review notes:  The overall impact of Covid-19 on our pupils will vary depending on their individual circumstances.  Individual pupils identified for additional support through P4YP the schools early help provider with additional hours for this purchased to accommodate extra need.  As and when it was felt necessary we would come off timetable and work on this within our class bubbles.  Exception improvements ascertained in one class with regards to physical fitness through the mile challenge with every child beating their individual best by considerable margins. This was picked up by another class and again huge improvements made by all.  All implementations above covered by individual class bubbles. | | | Annual review notes: | | | | Final review notes: | |
| Light-touch review overall assessment | The intervention is performing:  Due to the disruption of covid19 the intervention programmes cannot be truly measured therefore this will be closely monitored from Sept 21 to check against Intervention however I would gauge this as:   * Above expectations | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | |
| Anticipated expenditure | Year 1 | £ | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase 🞏  Decrease 🞏  Remain the same 🞏 | | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏  Decrease 🞏  Remain the same 🞏 |
| Year 2 | | | £ | | Year 3 | £ |
| Total anticipated expenditure: | £ This will form pare of the overall expenditure | | | | | | | |
| Actual expenditure | Year 1 | £ | Year 2 | | | £ | | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | | Increased 🞏  Decreased 🞏  Remained the same 🞏 | | Did expenditure increase, decrease or remain the same? | Increased 🞏  Decreased 🞏  Remained the same 🞏 |
| Total actual expenditure: | £ This forms part of the overall expenditure | | | | | | | |

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| Intervention: | To improve the standards of achievement and progression in reading | | | | | | | | |
| Category: | Targeted academic support | | | | | | | | |
| Intended outcomes: | To further develop reading through Phonics, Guided Reading, Read to Succeed and Reading PAL’s.  To develop reading for understanding across school.  To increase opportunities of reading for meaning and pleasure across school. | | | | Success criteria: | | Children have improved decoding, fluency, reading stamina, inference and deduction skills through reading texts that challenge them. | | |
| Staff lead: | * KF/KA | | | | | | | | |
| Implementation | Year 1 2020-21 | | | Year 2021-22 | | | | Year 3 2022-23 | |
| How we will implement this intervention in year 1:   * Daily Phonics and Guided reading to take place. * ‘Read to Succeed’ sessions timetabled promoting reading for pleasure. * Build on the introduction of Reading PAL’s through Peer to Peer support. This has been developed further this year since taking part in the PALS UK project with Coventry University through the EEF. * Pupil Progress Meetings * Pupil Interviews * Book Scrutiny | | | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):  ***Continue developing pupils’ knowledge and skills in reading and in understanding the different reading strands as they progress through school.***  ***SLT management time to be allocated to monitor teaching and learning and pupil progress.***  ***Following meetings with Phonics and English lead additional support to be discussed and implemented as necessary***  ***Any interventions that are taking place will need to be closely monitored and checked to decide if they are meeting pupil needs and amended as necessary.***  *This space will be updated to outline the plan for implementation in year 2. It may also involve widening the strategy, amending the approach or phasing out the approach if it is a short-term intervention. It will also be used to set new goals for pupils.* | | | | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):  **This space will be updated to outline the plan for implementation in year 3 and set new goals for pupils.** | |
| Light-touch review notes | Annual review notes:  **The head and subject leader believe reading is a key element of developing the child.**  **Phonics/Reading continues to be a strength through the implementation of the above.**  **Reading banding has been reviewed through outside support. Older books have been given to a school in Gambia and replaced with new stock.**  **Phonics books purchased to match the phonic levels of individual children purchased.**  **Library overhauled and new non-fiction books to be purchased.**  **Class reading corners created.** | | | Annual review notes:  -touch review notes | | | | Annual review notes: | |
| Light-touch review overall assessment | The intervention is performing:  Due to the disruption of covid19 the intervention programmes cannot be truly measured therefore this will be closely monitored from Sept 21 to check against Intervention however I would gauge this as:   * As expected | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | |
| Anticipated expenditure | Year 1 | £ | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase 🞏  Decrease 🞏  Remain the same 🞏 | | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏  Decrease 🞏  Remain the same 🞏 |
| Year 2 | | | £ | | Year 3 | £ |
| Total anticipated expenditure: | £ | | | | | | | |
| Actual expenditure | Year 1 | £ | Year 2 | | | £ | | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | | Increased 🞏  Decreased 🞏  Remained the same 🞏 | | Did expenditure increase, decrease or remain the same? | Increased 🞏  Decreased 🞏  Remained the same 🞏 |
| Total actual expenditure: | £ This forms part of the overall expenditure | | | | | | | |

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| Intervention: | To improve the standards of achievement and progression in mathematics | | | | | | | | |
| Category: | Targeted academic support | | | | | | | | |
| Intended outcomes: | Improved understanding of the 4 number operations leading to transferring these skills to problem solving and reasoning.  To develop the White Rose Premium across school to leading to a Mastery Approach to Mathematics.  Develop effective same day interventions to support pupils. | | | | Success criteria: | | Lesson observations will show that pupils are applying maths knowledge to problem solving and reasoning.  Confidence in pupils applying these skills | | |
| Staff lead: | KF/JS | | | | | | | | |
| Implementation | Year 1 2020-21 | | | Year 2021-22 | | | | Year 3 2022-23 | |
| How we will implement this intervention in year 1:   * Targeted support in class (core learning) and through tailored intervention. (EEF average progress of 8 months for given feedback). * Quality feedback and green pen responses. * Outdoor and active lessons to motivate and develop problem solving skills through Maths of the Day. * Develop Maths Mastery through all year groups EEF + 5 months * Assertive Mentoring Times Tables Challenges * Assertive Mentoring weekly skills. * Pupil Progress Meetings * Pupil Interviews * Book Scrutiny | | | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):  To sign up for White Rose Premium and roll this out across the whole school.  To allocate Staff Meeting time and SLT to check the implementation and delivery.  Maths lead to monitor teaching and learning across school.  Senior Link advisor to complete joint observations of mathematics with maths lead.  Targeted interventions as necessary with a particular focus on extra support in class 2 and 4 (extra TA support bought in).  Expand times tables club at lunchtime for those needing extra support and motivation to learn tables.  Set TT Rock Stars Challenges to motivate.  *This space will be updated to outline the plan for implementation in year 2. It may also involve widening the strategy, amending the approach or phasing out the approach if it is a short-term intervention. It will also be used to set new goals for pupils.* | | | | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):  **This space will be updated to outline the plan for implementation in year 3 and set new goals for pupils.** | |
| Light-touch review notes | Annual review notes:  **Severely disrupted due to Covid-19.**  **Weekly skills seem to have become tired and so a new approach is needed to revitalise and drive improvements.**  **Times Table challenge needs to continue and has had mixed success.**  **TT Rock Stars was introduced to support during Covid-19 and was successful in the most motivating some individuals.**  **Maths of the Day extremely useful during Covid-19 promoting outdoor learning as often as possible.** | | | Annual review notes: | | | | Final review notes: | |
| Light-touch review overall assessment | The intervention is performing:   * As expected 🞏 | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | |
| Anticipated expenditure | Year 1 | £ | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase 🞏  Decrease 🞏  Remain the same 🞏 | | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏  Decrease 🞏  Remain the same 🞏 |
| Year 2 | | | £ | | Year 3 | £ |
| Total anticipated expenditure: | £ | | | | | | | |
| Actual expenditure | Year 1 | £ | Year 2 | | | £ | | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | | Increased 🞏  Decreased 🞏  Remained the same 🞏 | | Did expenditure increase, decrease or remain the same? | Increased 🞏  Decreased 🞏  Remained the same 🞏 |
| Total actual expenditure: | £ This forms part of the overall expenditure | | | | | | | |

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| Intervention: | To closely monitor attendance and input early measures to improve as needed: | | | | | | | | |
| Category: | Wider strategies | | | | | | | | |
| Intended outcomes: | To improve attendance of disadvantaged pupils to ensure lost learning is kept to a minimum. | | | | Success criteria: | | * Regular attendance checks by Headteacher and as appropriate necessary follow up from P4YP if attendance does not improve. * Reduction in number of persistent absentees amongst pupils eligible for PP. * Attendance for all disadvantaged to be in line with National at 96% or better. * Improved attendance and punctuality shows improve progress and attainment. | | |
| Staff lead: | KF | | | | | | | | |
| Implementation | Year 1 2020-21 | | | Year 2021-22 | | | | Year 3 2022-23 | |
| How we will implement this intervention in year 1:  Use of an attendance tracking system to improve attendance.  First day response.  Weekly report and follow up as necessary.  Breakfast Club to ensure they eat as children who are hungry and distracted makes it difficult to be able to concentrate and learn.  P4YP to work alongside families as necessary. | | | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):  Continue with:  First day response.  Weekly report and follow up as necessary.  Breakfast Club to ensure they eat as children who are hungry and distracted makes it difficult to be able to concentrate and learn.  P4YP to work alongside families as necessary.  Re-introduce rewards for termly/yearly 100% attendance.  *This space will be updated to outline the plan for implementation in year 2. It may also involve widening the strategy, amending the approach or phasing out the approach if it is a short-term intervention. It will also be used to set new goals for pupils.* | | | | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):  **This space will be updated to outline the plan for implementation in year 3 and set new goals for pupils.** | |
| Light-touch review notes | Annual review notes:  **Overall attendance of disadvantaged children was 96.88%**  **Children (7) below 95% for year – families contacted and discussions held.**  **Of the 7 children below 1 child absence was due to hospitalisation and 2 operations another child was due to medication changes for constipation and the need to be at home for immediate use of toilet.**  **All children will be closely monitored from Sept 21.** | | | Annual review notes: | | | | Final review notes: | |
| Light-touch review overall assessment | The intervention is performing:   * As expected | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | |
| Anticipated expenditure | Year 1 | £ | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase 🞏  Decrease 🞏  Remain the same 🞏 | | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏  Decrease 🞏  Remain the same 🞏 |
| Year 2 | | | £ | | Year 3 | £ |
| Total anticipated expenditure: | £ | | | | | | | |
| Actual expenditure | Year 1 | £ | Year 2 | | | £ | | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | | Increased 🞏  Decreased 🞏  Remained the same 🞏 | | Did expenditure increase, decrease or remain the same? | Increased 🞏  Decreased 🞏  Remained the same 🞏 |
| Total actual expenditure: | £ This forms part of the overall expenditure | | | | | | | |