## Morton Primary School Pupil Premium Strategy Statement 2020-21

## School overview

|  |  |
| --- | --- |
| **Metric** | **Data** |
| School name | Morton Primary School. |
| Pupils in school | 106 |
| Proportion of disadvantaged pupils | 24% |
| Pupil premium allocation this academic year | £33,625 |
| Academic year or years covered by statement | 2020-2023. |
| Publish date | 06 September 2021 |
| Review date | 06 September 2022. |
| Statement authorised by | Kevin Flint. |
| Pupil premium lead | Kathryn Allen/Kevin Flint. |
| Governor lead | Lisa Baines. |

## Disadvantaged pupil progress scores for last academic year (2018-19 due to Covid-19) (only 1 pupil who joined in Y6)

|  |  |
| --- | --- |
| **Measure** | **Score** |
| Reading | **n/a** |
| Writing | **n/a** |
| Maths | **n/a** |

## Disadvantaged pupil performance overview for the last academic year

|  |  |
| --- | --- |
| **Measure** | **Score** |
| Meeting expected standard at KS2 | **n/a** |
| Achieving high standard at KS2 | **n/a** |

## Strategy aims for disadvantaged pupils

|  |  |
| --- | --- |
| **Measure** | **Activity** |
| Priority 1 | Improve quality of teaching in all classes by ensuring quality first teaching is taking place. |
| Priority 2 | Develop resilience and independence in all children. |
| Priority 3 | To improve the social, physical and emotional well-being of pupils (with a particular view on how Covid-19 has affected individual pupils). |
| Priority 4 | To improve the standards of achievement and progression in reading. |
| Priority 5 | To improve the standards of achievement and progression in mathematics. |
| Priority 6 | To closely monitor attendance and input early measures to improve as needed. |
| Barriers to learning these priorities address | **Academic barriers to attainment**   * Low levels of reading fluency, stamina and comprehension skills. * Poor attitudes to learning due to lack of resilience when faced with challenges. * ‘Outstanding’ teaching not present in every classroom. * Low levels of independent learning.   **Non-academic barriers to attainment**   * Poor/Low attendance for some disadvantaged children. * Poor behaviour for learning. * Arriving at school hungry and not ready to learn. * Lack of focus and confidence due to poor mental health and wellbeing. |
| Projected spending | This forms part of the overall expenditure £82, 808 |

## Teaching priorities for current academic year

|  |  |  |
| --- | --- | --- |
| **Aim** | **Target** | **Target date** |
| Progress in Reading | To achieve national average progress scores in KS2 Reading | July 22 |
| Progress in Writing | To achieve national average progress scores in KS2 Writing | July 22 |
| Progress in Mathematics | To achieve national average progress scores in Mathematics | July 22 |
| Phonics | To achieve national average expected standard in PSC | July 22 |
| Other | To continue to improve attendance of disadvantaged pupils to above national average  To evolve our curriculum so that it is designed to give all learners the knowledge and cultural capital they need to be successful in life and rounded well balanced citizens. | July 22 |

## Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

|  |  |
| --- | --- |
| **Measure** | **Activity** |
| Priority 1 | Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively |
| Barriers to learning these priorities address | Ensuring staff use evidence-based whole-class teaching interventions |
| Projected spending | This forms part of the overall expenditure £82, 808 |

## Targeted academic support for current academic year

|  |  |
| --- | --- |
| **Measure** | **Activity** |
| Priority 1 | 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. |
|  |
| Priority 2  To improve the standards of achievement and progression in mathematics | 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. |
| Barriers to learning these priorities address | Encouraging wider reading and providing catch-up in mathematics – typically an area of weakness |
| Projected spending | This forms part of the overall expenditure £82, 808 |

## Wider strategies for current academic year

|  |  |
| --- | --- |
| **Measure** | **Activity** |
| Priority 1 | Ensure pupils turn up to school ready to learn by supporting free breakfast club as deemed necessary. |
| Barriers to learning these priorities address | Improving attendance and readiness to learn for the most disadvantaged pupils |
| Projected spending | This forms part of the overall expenditure £82, 808 |

## Monitoring and Implementation

|  |  |  |
| --- | --- | --- |
| **Area** | **Challenge** | **Mitigating action** |
| Teaching | Ensuring enough time is given over to allow for staff professional development | Use of INSET days and additional cover being provided for CPD. |
| Targeted support | Ensuring enough time for subject leaders to monitor and track progress of all groups –through targeted intervention. | Use of development of HLTA to provide release time for subject leaders. |
| Wider strategies | Engaging the families facing most challenges | Working closely with P4YP to put in place any necessary support through the schools early help offer. |

## Review: last year’s aims and outcomes

Outcomes severely disrupted due to Covid-19.

**See Pupil Premium 3 year long term plan for review notes.**