**Pupil premium strategy statement (primary)**

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| 1. **Summary information**
 |
| **School** | Morton Primary School |
| **Academic Year** | 2017/18 | **Total PP budget** | £11,140 | **Date of most recent PP Review** | Dec 2017 |
| **Total number of pupils** | 101 | **Number of pupils eligible for PP** | 7 | **Date for next internal review of this strategy** | Sept 2018 |

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| 1. **Current attainment**
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|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)*  |
| **% achieving in reading, writing and maths**  |  | % |
| **% making progress in reading**  |  | % |
| **% making progress in writing**  |  | % |
| **% making progress in maths**  |  | % |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)**
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|  **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
|  | Reading ability across school for PP children, improving reading outcomes for end of KS2. |
|  | Historic poor attendance particularly for current Y4 pupils who are supported by PP funding – which has resulted in missed phonics teaching at KS1 and is having an impact on reading, comprehension and mathematics skills in KS2.  |
| **C.** | Y2 PP pupil missing 18 months of education taken into school under Fair Access Protocol which has resulted in missed phonics teaching so individual plan needed, improving poor oral, language and social skills. |
| **D** | Social and Emotional intelligence issues such as low self-esteem and behaviour can have a detrimental effect on the academic progress of pupils eligible for PP. |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **D.**  | Attendance and punctuality. This reduces school hours missing vital chunks of teaching and learning causing them to fall behind. |
| 1. **Desired outcomes**
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|  | *Desired outcomes and how they will be measured* | *Success criteria*  |
|  | To ensure the difference between PP and non PP children is diminishing in KS1 and 2 | Quality First-Teaching ensures that every child receives high quality teaching. PP Children’s progress to be accelerated.Evidence based interventions in place and delivered regularly by trained staff. Entry and exit data shows that progress has been accelerated due to the intervention. 1:1 tutoring and boosters carried out through Assertive Mentoring target setting.Pupil Premium tracking documents show the additional support that has been received and the effectiveness has been measured. |
|  | Reading ability across school for all children, improving reading outcomes for end of KS2. | Pupil interviews confirm children’s views on reading. Whole class reading timetabled in all classes. Increase in proportion of pupils working at expected and greater depth in reading. Progress scores at the end of KS2 are in line with national. |
|  | Effective early interventions in place to avoid differences forming and ensure appropriate and timely interventions are delivered by suitably qualified staff across the school | Early identification and carefully targeted support allows children to attain at least as well as their peers. Evidence based interventions are used effectively to target specific needs and raise achievement.Monitoring shows that all interventions are at least good.  |

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| 1. **Planned expenditure**
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| **Academic year** | **2017/18** |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.  |
| 1. **Quality of teaching for all**
 |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Reading ability across school for all children, improving reading outcomes for end of KS2. | To run reading interventions in all phases. Whole class guided reading lessons planned each week.Support from SLT on objectives identified from gaps analysis during pupil progress reviews.Additional phonics support from interventions. Buddy readers / 1:1 increased reading opportunities.  | Reading results 2017 show it is essential for school to target reading as a focus to improve outcomes in KS2 for all children including those eligible for PP. | Observations of intervention sessions. Monitoring the impact of the interventions. Feedback from pupils at Pupil Progress meetings.Pupil interviews | KF | Termly |
| Pupils to have a clear understanding of their progress, attainment and targets. | Customised Learning | Education Endowment Foundation - Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months’ progress. Targeted children will receive weekly 1:1 ‘check ins’ with their key worker, where they will discuss their progress towards targets set for the current term. | Monitoring of target setting documents. Discussions with staff, pupils and parents. Class teacher to act as lead key worker. | KF | End of Feb 2018 |
| Develop resilience and independence in all children | Growth Mindset Mindfulness | Education Endowment Foundation research – ‘Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months’ additional progress.’ Further develop Growth Mindsets across school as evidence shows children in our school are less resilient so that they may meet life and learning challenges more readily.  | Pupil Voice Assessment InformationLesson Observations Pupil baseline questionnaire and re-evaluation at end of project | JW? | Summer 2018 |
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| **Total budgeted cost** |  |
| 1. **Targeted support**
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| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Reading across school for all children, improving reading outcomes for end of KS2.  | Increase reading miles through ‘Read to Russia’ChallengeReading PAL’s introduced for peer to peer intervention.1:1 Reader timetables in place to improve speed and fluency. Targeted ‘inference’ interventions. Increased opportunities for reading at home through iHub. Mobile Library | Whole class inference training to improve meaning and enjoyment for reading for pupils.Improved reading scores across school. Increased parental engagement in reading. | Individually tracked reading progress. Data analysis and pupil progress meetings. Observation of interventions.Staff reading questionnaire. Reading workshops run across school for parents. | KF with a whole school approach to reading. | Termly |
| Improve the teaching of comprehension and skills and deliver targeted interventions for PP children. | Inference Training | Inference training will train all staff to deliver high quality comprehension lesson.Observation of implementation in cluster school.TLAs to deliver a structured intervention programme for two 40 minute sessions per week to groups of four children. EEF research has shown that these strategies have a high impact for a relatively low cost. | Intervention observations Pupil Voice Assessment Information | LUW | February 2018 March 2018 May 2018July 2018 |
| Increase attainment in reading and writing | 1-1 Precision Teaching for reading and spelling.  | Targeted work ensures that children can read and spell key words. | Intervention observations Pupil Voice Assessment Information | Precision Teaching Key Worker. | February 2018 March 2018 May 2018July 2018 |
| **Total budgeted cost** |  |
| 1. **Other approaches**
 |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Improved attendance of PP pupils throughout school, through parent engagement leads to greater pupil engagement in reading clubs, book swap shop activities and improved home reading. | Monitoring of involvement, participation and active learning through school sports funding – identifying inactive disadvantaged pupils. Increase numbers of Disadvantaged pupil’s representation within leadership roles in school – prefects, sports leaders, lunchtime helpers, library monitors etc | Active positive involvement in school leads to increased good attendance and positive mental health and wellbeing. Certificates for improved attendance and punctuality termly. Trophies at the end of the year for pupils attendance below 90%, who achieve School Expected Standard of 95% | Leadership roles and responsibilities report | KF | Termly |
| **Total budgeted cost** |  |

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| 1. **Review of expenditure**
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| **Previous Academic Year** |  |
| 1. **Quality of teaching for all**
 |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
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| 1. **Additional detail**
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| In this section you can annex or refer to **additional** information which you have used to inform the statement above.Our full strategy document can be found online at: www.aschool.sch.uk  |