# Pupil premium strategy statement Morton Primary School

This statement details our school’s use of pupil premium (and recovery 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

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| Detail | Data |
| Number of pupils in school | 108 |
| Proportion (%) of pupil premium eligible pupils | 19% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2019-2023 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | December 2023 |
| Statement authorised by | Erika Thornhill |
| Pupil premium lead | Kathryn Allen |
| Governor lead | Nick Morrisey |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £26315.00 |
| Recovery premium funding allocation this academic year | £2102.50 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.* | £0 |
| **Total budget for this academic year**  *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £28417.50 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Morton Primary School we have high aspirations and are ambitious for all of our children and we believe that all of our learners should be able to reach their full potential through quality first teaching.  We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.  We invest in high quality training for all staff to ensure that learning is of a consistently high quality for everyone.  We recognise that not every child receiving PPG is socially disadvantaged and also that not every child who is disadvantaged receives PPG. Bu focussing upon children’s individual needs we aim to enable every child to achieve well and make good progress.  Some of our pupils do face specific barriers and we are determined to provide the support and guidance they need to overcome these barriers.  At Morton primary we use the guidance from the Education Endowment Foundation to develop our strategy.  We have a tiered approach:   1. High Quality Teaching 2. Targeted Academic Support 3. Wider strategies which include Attendance and Pastoral support. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Baseline assessments, home visits and observations are still showing the impact of Covid which has resulted in a lack of school readiness for some of our disadvantaged pupils. This has also impacted upon speech and language development in Early Years. |
| 2 | To develop resilience and stamina with a specific focus upon comprehension skills. |
| 3 | Some pupils have a limited vocabulary, and experiences are limited and this often links to a poor understanding of language and sentence structure. This impacts upon their ability to make progress in wiring which subsequently impacts upon other areas of the curriculum. |
| 4 | To improve assessment knowledge of all staff thus ensuring children can be tracked and outcomes monitored more closely so that any targeted intervention has the desired impact. |

## 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.

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| Intended outcome | Success criteria |
| To improve early language and communication. | Assessments show that pupils accessing the NELI programme have made significant progress and their oral language development has improved. |
| To improve Reading Comprehension outcomes for all pupils. | To achieve at least in line with National outcomes in Reading. |
| To improve writing outcomes so that pupils can write at length and with fluency and coherence. | Writing outcomes show improvement across all classes. |
| Staff are confident in their use of all assessment materials. | Progress and attainment of all pupils is tracked accurately and monitored fully having an impact upon children. |

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £16,713.19

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Employment of a HLTA to keep class numbers a smaller and the class with the Significant PPG children remains small | Smaller teaching groups can ensure that individual needs are met and TA support can ensure that HA PPG children are taught the appropriate curriculum to improve rates of progress. EEF toolkit shows +3 months progress. | 1 2 and 3 |
| CPD training for all staff in the correct use of all assessment materials to support the intervention strategies in place. | EEF Teaching assistants delivered targeted interventions +5 months impact on progress. | 4 |
| Employment of a Pastoral Support Worker to support individuals and families on targeted issues (1 day per week) | Social and emotional learning has a positive impact of +4 months according to the EEF toolkit. | 1,2,3 and 4 |

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

Budgeted cost: £ *3385.30*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To improve language and communication intervention-Nuffield Early Language Initiative (NELI) for identified pupils. | EEF toolkit shows +6 months progress for oral language intervention. | 1 and 3 |
| To improve writing outcomes for PPG pupils across the school by providing 1:1 additional support. | Smaller teaching groups can ensure that individual needs are met and TA support can ensure that HA PPG children are taught the appropriate curriculum to improve rates of progress. EEF toolkit shows +3 months progress | 2 |
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 8319.01

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Breakfast club and after school club, free access for children in receipt of Free School Meals. | EEF toolkit shows +2 months progress for breakfast intervention. | 1,2,3 and 4 |
| Playground support for all pupils but with a target on PPG children to encourage them to get involved with lunchtime activities acting as role models etc.. | The benefits according to the EEF guidance are +1 month but low costs. | 1,2 3 and 4 |
| To subsidise educational visits for all pupils and support PPG pupils financially to enable them to access all trips including residentials. | Evidence from the EEF guidance is +4 months for Outdoor Learning opportunities.  On average, pupils who participate in adventure learning interventions make approximately fur additional months’ impact on non-cognitive outcomes such as self-confidence. | 1,2 3 and 4 |

**Total budgeted cost: £ 28,417.50**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| End of Key stage 2 attainment and progress data shows that the performance of our disadvantaged pupils is lower than that of other pupils except in Reading.  However, the numbers of PPG children are not a statistical group so it is hard to identify a trend.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | **Reading EXS+** | **Reading GDS** | **Maths**  **EXS+** | **Maths**  **GDS** | **SPAG**  **EXS** | **Writing Teacher Assessed** | | **All Pupils** | 93% | 57% | 71% | 14% | 79% | 64% | | PP | 100% | 0% | 0% | 0% | 50% | 0% |   At the end of Key Stage 1  **All Pupils 15 children 6 boys and 9 girls**   |  |  |  |  | | --- | --- | --- | --- | |  | **WTS** | **EXP+** | **GDS** | | **Reading** | 27% | 73% | 13% | | **Writing** | 73% | 27% | 0% | | **Maths** | 27% | 73% | 13% |   **Pupil Premium 3 children 2 boys and 1 girl**   |  |  |  |  | | --- | --- | --- | --- | |  | **WTS** | **EXP+** | **GDS** | | **Reading** | 67% | 33% | 0% | | **Writing** | 100% | 0% | 0% | | **Maths** | 67% | 33% | 0% |     Although attendance was lower than in previous years there was very little difference between Non PPG children attendance was 93.80% and PPG children attendance was 94.37%. Our overall attendance was 93.91%.  All Pupils  PPG Pupils  Pupil wellbeing and mental health have been impacted upon by the last few years. The impact was particularly acute for some of our disadvantaged children. We have made effective use of the pupil premium funding to support those families and individual pupils by employing a pastoral support worker. |

## Externally provided programmes

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

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| Programme | Provider |
| None | None |