



Pupil Premium Strategy Statement 2017-2018

1. Summary information					
School	Morehall Primary				
Academic Year	2017-2018	Total PP budget	£81,840	Date of most recent PP Review	-
Total number of pupils	193	Number of pupils eligible for PP	62	Date for next internal review of this strategy	July 2018

2. Current attainment (2016-2017)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	53%	67%
Average progress in reading	-2.68	0.33
Average progress in writing	-1.25	0.18
Average progress in maths	-4.48	0.29

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
1.	Reading: evidence shows that if a pupil can read, and achieve their chronological age by the age of 8, then the attainment gap is diminished. Therefore we have committed to and invested in terms of resources and time in teaching reading via a proven Phonics Scheme (Read Write Inc), small group teaching of RWI on a daily basis, and guided reading for free readers in KS2.
2.	Closing the experiential gap: providing regular opportunities for our pupils to get outside, and work together via Forest School, and cultural trips that enrich their understanding of their environment as well as improving cohort cohesion for better classroom learning in school.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

3.	Attendance: getting our pupils to school and ensuring that we do everything we can to nourish them so they are ready to learn. In practice this means the Trust provides breakfast club and free breakfast to any pupil that would like or needs it. Work with the families to promote regular attendance in order to make maximum progress.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	That children are punctual at school and start their school day having received a breakfast. Also enabling working parents to leave their child before the start of the school day.	For children to be able to access Breakfast club daily to ensure they are always well fed before the start of the school day. That attendance, particularly for those attending Breakfast club, will improve.
B.	To help children read, and - ideally - reach their chronological reading age as soon as possible, and as close to age 8 where possible and to increase the % of children able to read at or above their chronological reading age in Years 2-6.	For there to be an increase in the % of children reading at their chronological age focusing on early reading in Years R & 1 and closing the gap in KS2. For children to be able to access other areas of the curriculum due to their increased reading skills.
C.	To enrich the knowledge, understanding and social skills of pupils so that equality is achieved and attainment is not held back by experiential deprivation.	For all children to be able to access enrichment opportunities outside of school and not be held back by deprivation.
D.	To increase the % of children attending school in order for them to be in school and learning as often as possible.	For all children to be in school as often as possible and for barriers to learning to be addressed enabling the children to make maximum progress.

5. Planned expenditure

Academic year

2017-2018

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.

i. 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?
B	RWI fully implemented throughout KS1 and also used to support KS2 pupils as appropriate.	<p>As identified by the Education Endowment Foundation (EEF): Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p> <p>The evidence is very strong and shows that for a low cost, the impact is moderate.</p>	Funding to be spent on whole school resources, a RWI consultant visiting termly to support its implementation, a RWI led parent session and staff training, and on staffing so that it can be taught in small nature groups which are refined regularly following on-going assessment to continually meet the needs of pupils. This amount also covers the cost of staff to run 1:1 sessions with those who are not yet age related or requiring some additional support.	N.Creane	July 2018
B	A whole class approach to deepening reading comprehension and fluency in KS2 that closes gaps and stretches all readers via access to quality texts in teacher directed provision.	<p>The technique has been proven effective in the US and was pioneered by Doug Lemov, closing gaps while improving outcomes for all.</p> <p>The EEF also recognises that focusing on Reading Comprehension in KS2. On average, reading comprehension approaches deliver an additional six months' progress.</p>	Funding to be spent on researching and developing a new system to be implemented across KS2. This will be trialled in one class and adapted as needed. There will be training for all staff involved in delivering the new programme as well as on-going support to ensure teaching is of a good quality. Funding will also be spend on purchasing new books with an overview of the books to be studied across each year to be created.	A.Moris	July 2018

Total budgeted cost					£48,000
ii. Targeted support					
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?
D	Raising attendance through FLO support.	We know that with increased attendance, the children have better access to the curriculum and their progress should be greater.	Pastoral meetings to review attendance and identify focus children. The meetings will also review actions such as meetings held and incentives run, in order to evaluate the impact this is having.	C. Buckle	Throughout the year with final review in July 2018.
D	Play therapy	Play therapy has been a valuable tool within the school to support children going through emotional turmoil or for those who are having difficulties but for unknown reasons. Many of our children experience difficulties at home and this allows them to talk about this and	Through the use of a trained play therapist. Access to play therapy is through Pupil progress meetings and pastoral meetings. This is reviewed after a short period to assess the impact and review whether the support should continue.	S.Dullam	Throughout the year with final review in July 2018.
Total budgeted cost					£21,000
iii. 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?
A	Providing a Breakfast Club to all children free of charge.	We want to ensure all children are fed before starting their learning enabling them to focus on their learning. The EEF suggests that an additional 2 months progress can be made and are a cost effective way of raising attainment.	The club will be organised with planned activities each day. Children will have a range of food options to ensure there is something they will all eat. Led by the FLO daily and monitored by SLT.	C.Buckle	July 2018
C	Providing enrichment opportunities for children to overcome deprivation by	We know that many of our children have limited experiences outside of school. Many of our children would not be able to afford to partake in things such as the	Forest School activities scheduled throughout the year so that all children can access this resource.	M.Sowden-Mehta	July 2018

	<p>ensuring all children have access to opportunities they wouldn't otherwise have,</p>	<p>residential trip and musical instrument lessons. Also, we want to provide additional opportunities for our children to enable them to develop their social and emotional skills.</p> <p>The EEF suggests that studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. The impact is higher for vulnerable pupils.</p>	<p>Funding will also be left open to support children and families as appropriate- trips, musical lessons, additional forest school sessions. Access to this will be through meetings with the Pastoral team/ with the headteacher.</p>		
Total budgeted cost					£13,000