



Pupil Premium Strategy Statement 2018-2019

1. Summary information					
School	Morehall Primary				
Academic Year	2018-2019	Total PP budget	£67320	LGB Review	November 2018
Total number of pupils	181	Number of pupils eligible for PP	60	Date for next independent review (Marc Rowland)	Spring 2019

2. Current attainment (2017-2018)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	29%	70%
Average progress in reading	-4.55	0.31
Average progress in writing	-1.90	0.24
Average progress in maths	-4.63	0.31

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
1.	Despite significant improvement during the 2017-2018 year, further investment in Reading is required to ensure the difference continues to diminish between PP children and others nationally and to make sure children get the best start to their reading in EYFS and KS1.
2.	The attainment and progress within maths across the school is lower than in other areas. Development of maths within the school particularly to develop application and reasoning skills is therefore needed.

3.	Overcoming disadvantage by ensuring that all children have equal opportunities. 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>)		
4.	Work to improve attendance and in particular support persistent absentees in order to increase the amount of time they are in school.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To help children read, and 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 KS2.	<ul style="list-style-type: none"> • Continued increase in the % of children reading at their chronological age focusing on early reading in Years R & 1 and closing the gap in KS2. • Those who are not reading at their chronological age to be making progress towards ARE. • For children to be able to access other areas of the curriculum due to their increased reading skills.
B.	For teaching of maths to be developed throughout the school to ensure the children are making as much progress in maths as other areas of the curriculum.	<ul style="list-style-type: none"> • For there to be accelerated progress in Maths across the school as seen through GL assessments. • For PP children to be progressing at the same rate as others within the school if not better.
C.	To increase the % of children attending school regularly in order for them to be in school and learning as often as possible having had a healthy breakfast.	<ul style="list-style-type: none"> • Persistent absence to decrease as seen in attendance figures. • Attendance to continue to meet national averages if not better as seen in attendance figures. • For children to have had a healthy breakfast enabling children to focus on their learning.
D.	To enrich the knowledge, understanding and social skills of pupils so that equality is achieved and attainment is not held back by experiential deprivation and that their emotional wellbeing is supported.	<ul style="list-style-type: none"> • For all children to be able to access enrichment opportunities and not be held back by deprivation. • For children's social and emotional skills to be developed through the range of opportunities provided to them. • For children who require support with their emotional and mental well-being to be supported in order to make progress in their learning.

5. Planned expenditure

Academic year

2018-2019

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?
A	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> <p>Within the school, this approach had a very positive impact last year.</p>	<p>Funding to be spent on whole school resources, a RWI consultant visiting three times a year to support its implementation and develop the RWI leader. It will also be spent on running 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.</p> <p>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.</p>	N.Creane	July 2019

A	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> <p>Implemented in Jan 2018, this has already had significant impact in the school.</p>	<p>Following its initial implementation last year, this year we will continue to develop our reading programme in the 2018-2019 year.</p> <p>Funding will be spent on purchasing the remainder of the books needed, staff training and staff support to ensure successful implementation.</p>	A.Moris	July 2019
B	Develop a mastery approach to maths throughout the school.	<p>Initial steps were taken in the 2017-2018 year to move to this approach of teaching. In the 2018-2019 year, this will be a bigger focus in the school to ensure it is embedded throughout the school.</p> <p>The EEF suggests that a mastery approach to maths could increase progress by 5 months.</p>	<p>Funding will be spent on resources for the school so that pupils have the manipulatives they need and staff have the resources available to them in order to teach affectively.</p> <p>Staff will also receive training and support in order to develop their teaching.</p>	H.Barrow	July 2018
Total budgeted cost					£50,000
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?

C	Raising attendance through FLO support.	We know that with increased attendance, the children have better access to the curriculum and their progress should be increased.	Focusing on those who are persistently absent, hold pastoral meetings to review attendance and identify focus children. The pastoral meetings will also review actions such as meetings held and incentives run, in order to evaluate the impact this is having.	A.Moore & C. Buckle	Throughout the year with final review in July 2019
C	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 2019
Total budgeted cost					£10,000
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 2019
C	Providing enrichment opportunities for children to overcome deprivation by ensuring all children have access to opportunities they wouldn't otherwise have,	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 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.	Forest School activities scheduled throughout the year so that all children can access this resource. 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	M.Sowden-Mehta	July 2019

		<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>through meetings with the Pastoral team/ with the headteacher.</p>		
Total budgeted cost					£9,000

6. Review of expenditure				
Previous Academic Year		2017-2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost
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.	RWI	33.6% more children were working at age related expectations in Phonics that at the start of the academic year. The 1:1 sessions in addition to the small group lessons have supported the learning of Pupil Premium with 58.8% of children in Reception to Year 2 on track.	<p>This approach has been highly effective. Every child on the programme made progress even those with severe SEND. There was a significant increase in the percentage of children who are reading at the appropriate stage for their age.</p> <p>The 1:1 sessions were key to supporting children who needed to make accelerated progress to meet the age appropriate stage or those who were making slower than anticipated progress in their groups.</p> <p>We will continue to use this approach.</p>	£37,676
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.	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.	On average, children in Years 2-6 made 2 years and 1 months progress in just 8 months. Children entitled to Pupil Premium funding on average made 2 years and 4 months progress in the same period.	<p>Although this was introduced part way through the year, the impact it had was significant.</p> <p>Evaluation of the programme has led us to further adapt it for the 2018-2019 year, however we will continue to develop and use this approach to teaching reading in Years 2-6.</p>	£ 6607
ii. Targeted support				
Desired outcome	Chosen action/approach	Impact:	Lessons learned:	Cost

To increase the % of children attending school in order for them to be in school and learning as often as possible.	FLO support for pupils and families to increase attendance.	In the 2017-2018 year, attendance for the year was in-line with national averages. Persistent absence continues to be a concern and PP children's attendance is no in-line with non-PP children. This is due to a few PP children who are persistently absent.	Although attendance across the school increased in the 2017-2018 year, despite all efforts made, persistent absence is still high. Strategies being used including working with Early Help/ Social services, SLO and penalty notices have helped however further work is needed to tackle those who do not attend regularly. Further strategies to be considered for the 2018-2019 year.	£14719
To increase the % of children attending school in order for them to be in school and learning as often as possible.	Play therapy for vulnerable pupils.	Although it is difficult to measure the impact of play therapy in a numerical value, the impact could be seen in the emotional well-being of the children supported including those who have experienced bereavement this year.	We will continue to use play therapy to support the emotional well-being of children as necessary.	£5961
iii. Other approaches				
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
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.	Universal free breakfast club	7240 free breakfasts were served to children in the 2017-2018 year. This not only ensured that children who may not otherwise be fed before coming to school had breakfast, but also supports the punctuality of the children. Attending breakfast club also develops the social skills of the children and allows the children to participate in extra-curricular activities such as arts & crafts, sports and learn to play games such as chess.	Breakfast club is well received by the parents and the children who enjoy the range of activities on offer to the children.	£4945

<p>To enrich the knowledge, understanding and social skills of pupils so that equality is achieved and attainment is not held back by experiential deprivation.</p>	<p>Forest school, residential trips, trips and musical lessons.</p>	<p>Forest school has enabled children to grow in confidence, develop teamwork skills and develop their problem solving abilities. For some children entitled to Pupil Premium plus funding, additional Forest School sessions were arranged focusing on particular areas of need.</p> <p>There has been an improvement in the behaviour within the school and at playtimes. We have also seen an improvement in the way the children work together in class.</p>	<p>The children thoroughly enjoy Forest School and clearly gain a lot from it in terms of their confidence and social and emotional skills.</p> <p>The support provided for families and children who have required it in order for all children to have access to all opportunities has also been positive allowing children from deprived backgrounds or living in care to learn instruments or benefit from additional Forest School sessions.</p> <p>We will continue to provide Forest School to the children and seek to overcome diversity by allowing all children to access all opportunities.</p>	<p>£11783</p>
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7. Additional detail

Our full strategy document can be found online at: www.turnermorehall.org