

# Pupil premium strategy statement – MORDEN PRIMARY – Academic Year 2019-2020

<b>Total PP budget</b>		<b>Date of most recent PP Review</b>	June 2020
Estimate: £98,460 plus £2,267 carried forward from 2018-2019			
<b>Total number of pupils 238</b>	<b>CURRENT DATA July 2019</b> No. of pupils eligible for PP: 86 Services Premium: 4 EYFS Premium : 9	<b>No. of children funding received for based on January 2019 census data TOTAL 86</b> No. of pupils eligible for PP: 77 Services Premium: 4	<b>Date for next internal review of this strategy</b>  NA
<b>Barriers to future attainment (for pupils eligible for PP)</b>			
<b>In-school barriers</b>			
<b>A.</b>	A large proportion of children enter Reception with below average English oral language skills.		
<b>B.</b>	Attainment of Pupil Premium children is slightly below attainment of non-pupil premium children in writing at the expected standard and maths at Greater depth standard. <i>(Summer 2019 data)</i>		
<b>External barriers</b>			
<b>C.</b>	A number of our PP children have emotional and social issues which has a detrimental effect on their academic progress and that of their peers. 23% are SEN + PP		

Desired Outcomes	Success Criteria
Children make rapid progress through the phonics phases in EYFS to ensure that the majority are KS1 ready. To continue to raise the standard of reading across the school.	EYFS data shows accelerated progress in closing the phonics phase gaps Reading attaining National ARE in KS1 and KS2 SATS
Improved progress of PP children in writing across the school so a greater % reach the expected standard	School data shows a narrowing gap for PP achieving ARE in writing
Higher % of PP children achieving Greater Depth (GDS) in maths	School data shows a narrowing gap for PP achieving GDS in maths
Vulnerable children develop strategies to support their emotional and social needs.	Children successfully using strategies learned through ELSA and Jigsaw4U to support emotional and social needs. Staff having a greater understanding of ACE and vulnerabilities our children face.
PP have equal access to opportunities	Ensuring PP children are able to swim 25 metres by the end of Primary school

**Planned Expenditure**

**Quality of Teaching for all**

Desired outcome	Actions	Monitoring	Staff lead	Success Criteria	Review Date
<p>Children make rapid progress through the phonics phases in EYFS to ensure that the majority are KS1 ready. To continue to raise the standard of reading across the school.</p>	<p>Introduce phonics home learning in the EYFS                      Extra provision in Reception – TLA supports language development                      EAL support for PP children new to English in the early years – 2 mornings per week                      Extra reading focus group daily before lunchtime for 15 minutes                      Development of phonics tracking                      Use of accelerated reading                      Continue to use WCR Y2-6</p>	<p>Termly progress meetings                      Termly analysis of data                      Ongoing monitoring including learning walks and pupil discussions                      Lesson observations</p>	<p>EYFS &amp; KS1 Leader                      Literacy leader</p>	<p>EYFS &amp; KS1 data shows accelerated progress for children in phonics                      Reading attaining National ARE in KS1 and KS2 SATS</p>	<p>Dec 2019 and July 2020</p>
<p>Improved progress of PP children in writing across the school so a greater % reach the expected standard</p>	<p>Focused staff meeting and inset training on semantics of sentence structure                      Moderation of PP writing books                      Revisit Talk for writing and Alan Peat resources                      Review writing stimulus used in class e.g. art, film, drama                      Sharing of good practice for teaching basic skills</p>	<p>Book scrutiny                      Data analysis                      Progress interviews                      Lesson observations                      SLT monitoring                      Learning walks</p>	<p>Literacy Leader                      SLMT</p>	<p>Increased numbers of PP children achieving ARE in writing across the school</p>	<p>Dec 2019 and July 2020</p>

Higher % of PP children achieving Greater Depth (GDS) in maths	<p>Ensuring high quality feedback. CPD on providing stretch for high attaining pupils.</p> <p>Staff training for developing explaining and reasoning skills in maths.</p> <p>Monitoring the use of PP children using maths whizz and TTRockstars</p>	<p>Pupil Progress meetings each term</p> <p>Termly and end of year data analysis</p> <p>Monitoring of maths whizz and TTRockstars</p>	Maths Leader and SLMT	Pupils eligible for PP identified as high ability make as much progress as non- PP pupils identified as high ability, across Key Stage 2 in maths. More able pupils eligible for PP in Year 6 achieve in line with their non-PP peers.	Dec 2019 and July 2020
<b>Targeted Support</b>					
<b>Desired outcome</b>	<b>Actions</b>	<b>Monitoring</b>	<b>Staff lead</b>	<b>Success Criteria</b>	<b>Review Date</b>
Children make rapid progress through the phonics phases in EYFS to ensure that the majority are KS1 ready. To continue to raise the standard of reading across the school.	<p>Regular tracking of phonics phases</p> <p>Ensuring that continuous provision includes phonics opportunities</p> <p>Interventions for children identified as below expected for phonics, including 15 minutes a day intervention</p>	<p>Termly progress meetings</p> <p>Termly analysis of data</p> <p>Ongoing monitoring including learning walks and pupil discussions</p> <p>Lesson observations</p>	EYFS & KS1 Leader Literacy Leader	<p>Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.</p> <p>Reading attaining National ARE in KS1 and KS2 SATS</p>	Dec 2019 and July 2020
Improved progress of PP children in writing across the school so a greater % reach the expected standard	<p>Targeted writing intervention group including Write Away programme</p> <p>Sets used in Y5 and Y6</p> <p>Individualised targets set</p>	<p>Termly progress meetings</p> <p>Termly analysis of data</p> <p>Ongoing monitoring including learning walks and pupil discussions</p> <p>Lesson observations</p>	Literacy Leader	Increased numbers of PP children achieving ARE in writing across the school	Dec 2019 and July 2020
Higher % of PP children achieving Greater Depth (GDS) in maths	<p>Maths Post Teach intervention</p> <p>Maths sets for Y6 and Y5 3 x per week</p> <p>Extra opportunities for maths whizz to be completed throughout the school day</p> <p>Booster classes</p>	<p>Impact overseen by maths &amp; learning leaders.</p> <p>Teaching assistant (TA) CPD for TAs supporting the sessions.</p> <p>TLA supporting PP children in lower maths sets.</p>	Pupil Premium Leader + Maths learning leaders	Pupils eligible for PP identified as high ability make as much progress as non- PP pupils identified as high ability, across Key Stage 2 in maths. More able pupils eligible for PP in Year 6 achieve in line with their non-PP peers.	Dec 2019 and July 2020

Vulnerable children develop strategies to support their emotional and social needs.	Jigsaw4U worker employed 2.5 days per week.	Ongoing identification of children in need of support.	KS1/EYFS and KS2 Phase leader	Children successfully using strategies learned through ELSA and Jigsaw4U to support emotional and social needs. Children make academic progress in line with their peers.	Dec 2019 and July 2020
	ELSA worker employed 4 days per week.				
	Nurture group every lunchtime.	Half termly KS Leader behaviour reports			
	Mentoring with Phase leaders.	Monitor impact of behaviour improvements on attainment and progress – termly progress meetings			
	Mental Health Cluster Project				
Champion a child programme throughout the school					
<b>Total budgeted cost</b>				<b>Staffing: £63,592</b> <b>(total funding –all other costs)</b> <b>Jigsaw 4U: £25,625</b> <b>Accelerated Reader: £1250</b>	

Other Approaches					
Desired outcome	Actions	Monitoring	Staff lead	Success Criteria	Review Date
Ensuring PP have equal access to opportunities  - <i>Ensuring PP children have the opportunity to learn to swim 25 metres by the end of primary school</i>  - <i>Providing children with essential nutrients and vitamins to support their growth and well being.</i>	Subsidising PP swimming payments.  Support with funding to provide school milk for families struggling to pay.	Termly swimming assessments	PE Leader	Ensuring PP children are able to swim 25 metres by the end of Primary school	Dec 2018 and July 2019
<b>Total budgeted cost</b>				<b>Swimming payment subsidisation: £400</b> <b>FSM payments: £9500</b> <b>Milk payments: £360</b>	

Review of Expenditure		
Desired Outcomes	Review	
Children make rapid progress through the phonics phases in EYFS to ensure that the majority are KS1 ready. To continue to raise the standard of reading across the school.	<p><b>December 2019:</b> There was a 43% increase from Autumn 1, of Reception children being at the expected phase in Phonics. Grouping of children in Reception for Phonics has meant tailored lessons and consolidating activities can take place.</p>	<p><b>July 2020:</b> Due to Covid-19 closures, target to be carried over.</p>
Improved progress of PP children in writing across the school so a greater % reach the expected standard	<p><b>December 2019:</b> Pupil Premium progress (against non-PP) remained steady from Summer 2020. This led to roughly the equal percentage of PP children reaching the expected standard in writing as in Summer 2020.</p>	<p><b>July 2020:</b> Due to Covid-19 closures, target to be carried over.</p>
Higher % of PP children achieving Greater Depth (GDS) in maths	<p><b>December 2019:</b> In all cohorts, there was not a significant gap between Pupil Premium and Non Pupil Premium children reaching greater depth in maths. This is an improvement from Summer 2020.</p>	<p><b>July 2020:</b> Due to Covid-19 closures, target to be carried over but with change from maths to reading due to Spring term data.</p>
Vulnerable children develop strategies to support their emotional and social needs.	<p><b>December 2019:</b> 9 Pupil Premium children currently have access to Jigsaw4U, ELSA of mentoring. This provides them with a range of strategies, coping tools and adults to talk to, to support their emotional and social needs. This is tracked termly by SLT.</p>	<p><b>July 2020:</b> Due to Covid-19 closures, target to be carried over.</p>
PP have equal access to opportunities	<p><b>December 2019:</b> PP children in KS2 receive daily milk. Y4 children participated in weekly swimming sessions in the Autumn term. A number of Pupil Premium children have had their clubs (including breakfast club) paid for by the school. Key Stage 2 HLTA supports PP children with pre and post learning.</p>	<p><b>July 2020:</b> Due to Covid-19 closures, target to be carried over. Swimming pools closed in March and unlikely to open again until October.</p>