

Pupil premium strategy statement – updated Dec 22

This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
School name	Mornington Primary School
Number of pupils in school	287 (FS2 - Y6)
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/2021 to 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Carla Smith –Head Teacher
Pupil premium lead	Clare Smith Deputy Head Teacher
Governor / Trustee lead	Natalie Sisson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 26,900 21-22 £44,600 22-23
Recovery premium funding allocation this academic year	£2,900 21-23 £4495 22-23
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 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	£29,800 21-22 £49,139 22-23

Part A: Pupil premium strategy plan

Statement of intent

Evidence and fact make it abundantly clear that poverty is the single most important factor in predicting a child's future life chances. The pupil premium is aimed at re-writing the futures of these children by closing the attainment gap between themselves and their peers as well as ensuring that they make expected or better progress. As recognised by the EEF, we acknowledge that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged children.'

The targeted and strategic use of pupil premium supports schools in achieving our vision of helping everyone to achieve to their full potential.

MPS is committed to using the Pupil Premium to powerfully address social disadvantage by ensuring that teaching and learning is designed to meet the needs of all pupils. Common barriers to learning for disadvantaged students include weak language and communication skills, lack of confidence, attendance and punctuality.

School recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals, because of this we reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has identified as being in need of intervention and support.

Support will be allocated following a needs analysis which will identify priority classes, groups or individuals. Due to limited funding and resources, not all children receiving free school meals will be in receipt of pupil premium interventions at all times.

We will:

- ⌘ Used diagnostic assessments of well-being and learning needs
- ⌘ Ensure appropriate provision is made for vulnerable pupils
- ⌘ Prioritise the use of Pupil Premium funds for maximum impact
- ⌘ Perform regular reviews and monitoring
- ⌘ Focus provision on the development of the whole child
- ⌘ Support staff with focussed CPD
- ⌘ Have high aspirations for all children
- ⌘ The responsibility for the care, support and achievement of Pupil Premium pupils lies with all staff.

Challenges

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

Challenge number	Detail of challenge
1	Teacher assessments and observations (PP calculator) and through discussions with pupils and staff show social and emotional issues for many of our disadvantaged children. (85%) -
2	Our observations and monitoring show that 19% of our PP children also have an identified SEN Dec 2022 – Our monitoring has shown that there is still a gap between our PP and non-PP children in writing and maths
3	Our observations and monitoring show that 25% of our PP children also have English as an additional language
4	Our disadvantaged children do not have the same opportunities to read at home with 20% of our PP having been monitored as attaining in the bottom 20% of readers in their cohort
5	Observations and assessments (PP calculator) show that our disadvantaged children are less likely to partake in enrichment experiences that will positively impact academic achievement and well-being and build cultural capital.
6.	2022 - Our attendance data shows that that PP children have a lower percentage attendance than non-pp children and that they have a higher percentage of persistent absence.

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.

Intended outcome	Success criteria	Achievements (end of academic year 21-22)
To improve PP children’s emotional mental health, wellbeing and readiness to learn.	<ul style="list-style-type: none"> ➤ Qualitative data from our PP calculator shows a decrease in indicators within the SEMH band ➤ Children demonstrate stronger working relationships and friendships with peers ➤ PP children are proud to share their work via Class dojo portfolios. 	<ul style="list-style-type: none"> ➤ 3 of our pupil premium children have reduced their SEMH indicators. 11 of our children have single parent indicators which school cannot have an impact upon. ➤ There has been a small reduction in the number of children without a supportive friendship group. 3 children remain in this category and 2 of these children are receiving targeted support for this; the other child’s difficulties is linked to SEND ➤ PP are proud to share their work with parents via portfolios which are a dialogue between home and school – work is regularly shown to the headteacher

<p>PP with SEN will make the same rate of progress as other SEN pupils</p>	<ul style="list-style-type: none"> ➤ PP SEN pupils make expected progress. ➤ Pupils are engaged in their learning through observations and staff input into PP calculator. ➤ Intervention has a positive impact on progress – intervention records and Pupil Progress forms reflect this. ➤ Planning reflects individual needs as evidenced in the child's IEP. 	<ul style="list-style-type: none"> ➤ 66% of PP SEND made expected or greater progress ➤ 88% of this group were noted to have good engagement in lessons and learning opportunities ➤ Interventions and small group teaching were appropriate and have contributed to progress ➤ IEPs have been monitored by the SENCO and reflect need
<p>75 % of EAL PP children achieve the expected standard in all areas for their year group at the end of Y6 (2022 cohort).</p>	<ul style="list-style-type: none"> ➤ KS2 outcomes show that 75% of EAL PP children meet the expected standard. ➤ Bi-lingual TA supports children so that progress is made. ➤ Bi-lingual TA is used to support communication with parents so that progress is made. 	<ul style="list-style-type: none"> ➤ In reading 100% of PP EAL children achieved the expected standard, in writing 75% achieved the expected standard and in maths 100% achieved the expected standard. ➤ Bi-lingual TA support was used as needed to support the children and their families
<p>75 % of non-SEN PP children achieve the expected standard in all areas for their year group.</p>	<ul style="list-style-type: none"> ➤ KS2 outcomes show that 75% of non-SEN PP children meet the expected standard. ➤ The gap between PP and non-PP children is reduced. 	<ul style="list-style-type: none"> ➤ In reading 100% of non-SEN PP achieved the expected standard and 1 child achieved GDS, in writing 80% of this group achieved the expected standard, in maths 80% of this group achieved the expected standard ➤ In reading PP children exceed attainment over non-pp children by 11%, in writing and maths non-PP exceeded PP children by 15%
<p>PP children are engaged in a wide range of experiences and activities beyond the classroom e.g clubs, visits and residential.</p>	<ul style="list-style-type: none"> ➤ Improved engagements in a range of extra-curricular activities and experiences. ➤ All PP are involved in class visits and residential 	<ul style="list-style-type: none"> ➤ 41% of our PP children accessed at least one after school club last year. All children are given the opportunity to attend. ➤ 82% of our PP children attended the residential offered for their year group.
<p>2022 To improve and sustain attendance for all pupils, particularly those with PP status.</p>	<ul style="list-style-type: none"> ➤ Reduce the attendance gap between PP and non-PP pupils ➤ Percentage of persistent absence is in line with national at 12% 	<ul style="list-style-type: none"> ➤

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: £ 6,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school phonics training	<p>EEF (teaching and learning toolkit – phonics) +5</p> <p>School have purchased a validated phonics scheme to be used throughout school to support the development of early literacy skills. A priority on training the whole staff ensures a consistent approach to the teaching of early reading which can then progress through school and be used to support interventions. The EEF Toolkit states that ‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds’.</p>	4
Access to online reading scheme through Little Wandle	<p>EEF Effective Parental Engagement +4</p> <p>By offering online reading material that is matched to our phonics scheme parents can support early reading at home</p>	4
Purchase of standardised diagnostic assessments	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3

<p>Purchase of evidence-based early intervention programme that could be easily delivered by schools to address children's language needs. (NELI)</p>	<p>The trial found that children receiving the NELI programme made the equivalent of +3 additional months' progress in oral language skills compared to children who did not receive NELI.</p> <p>It received 5 out of 5 on the EEF padlock scale which means we can be very confident in the results of the evaluation.</p> <p>Evidence and programme development Nuffield Early Language Intervention (NELI) (teachneli.org) Oral language interventions EEF (educationendowmentfoundation.org.uk) +6</p>	<p>1,2,3</p>
<p>Signed up the Walkthrus for CPD for staff to aid quality first teaching strategies</p>	<p>EEF Pupil Premium Guide – Quality teaching helps every child High quality curriculums inspire learners Development and retention of staff is key Ensuring every teacher is supported and developed is essential to achieving the best outcomes for pupils. Providing high quality, bespoke opportunities for professional development support this.</p> <p>Evidence-informed Teaching Strategies — WalkThrus</p>	<p>2,3</p>
<p>Purchase of White Rose for staff to develop knowledge of small steps.</p>	<p>EEF Pupil Premium Guide – Quality teaching helps every child High quality curriculums inspire learners Development and retention of staff is key Ensuring every teacher is supported and developed is essential to achieving the best outcomes for pupils. Providing high quality, bespoke opportunities for professional development support this.</p>	<p>2,3</p>
<p>INSET staff training to understand cognitive load science</p>	<p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. +7</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3</p>

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

Budgeted cost: £ 28,264

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide additional TA support to deliver 1:1 or small group phonic sessions</p> <p>NCJO 17 – 0.5 days</p>	<p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) +4 EEF guidance report ‘Making best use of teaching assistants’ states that we should ‘use teaching assistants to deliver high-quality one to one or small group support using structured interventions.’ Our new phonics program is a structured intervention. All staff in school to receive full training.</p>	<p>1, 4</p>
<p>To provide additional TA support to deliver 1:1 or small group maths in Y2</p> <p>NCJO 17 – 0.5 days</p>	<p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) +4 EEF guidance report ‘Making best use of teaching assistants’ states that we should ‘use teaching assistants to deliver high-quality one to one or small group support using structured interventions.’</p>	<p>1,4</p>
<p><i>English and maths guided groups and SEN support – KS2</i> NCJ17 – 1 day ELSA - NCJ08 1 day NCJ17 -</p>	<p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) +4 intervention targeted at specific need and knowledge gaps can be an effective method to support low attaining pupils or those falling behind both one to one and in small groups</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk) +4</p> <p>Interventions seek to improve pupil’s decision making skills, interaction with others and their self management of emotions, rather than focussing directly on the academic or cognitive elements of learning.</p>	<p>1, 2, 3, 4</p>
<p>Additional adults support pupils by addressing gaps and accelerating progress</p> <p>NCJ17 – 1 day</p>	<p>Booster and targeted interventions from an additional teacher allow specific gaps to be addressed in smaller groups. This includes children who are working at or 1 5 progress. towards greater depth.</p>	<p>1,2 , 3, 4</p>

	Small group tuition EEF (educationendowmentfoundation.org.uk) - Moderate impact for moderate cost based on moderate evidence - +4 months	
Addressing EYS language low baseline. NCJ17 – 1.5 days	The reading framework - teaching the foundations of literacy (publishing.service.gov.uk) – section 2 – language comprehension states the importance of talk in developing early language skills. This guidance can be used to model classroom practise that can be used by teacher and TA to develop early reading skills. Oral language interventions EEF (educationendowmentfoundation.org.uk) s +6 Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.	3
Positive Play NCJ 22 – 10 weeks – 1 hour per week	Behaviour interventions EEF (educationendowmentfoundation.org.uk) + 4] Behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove pupils from school for periods of time.	1, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 14025.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Improving life experiences through funding school trips and residential. Residential take place in Y2/4/6</i>	Life skills and enrichment EEF (educationendowmentfoundation.org.uk) Financial support will ensure that PP children participate in enrichment activities	1, 5

	that offer children a context for learning and a stimulus to trigger their interests	
<i>Access to the EMET school councillor</i>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p>	1
<i>Mental Health lead training</i>	<p>Guidance overview: Promoting children and young people's mental health and wellbeing - GOV.UK (www.gov.uk)</p> <p>A whole school or college approach to promoting mental health and wellbeing which, if applied consistently and comprehensively, will help contribute towards protecting and promoting children and young people's mental health and wellbeing.</p>	1
<i>ELSA sessions available to students to promote wellbeing</i> NCJO 17 – 2 x 0.5 days	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	1,6
<i>Parent workshops</i>	<p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>+3</p> <p>EEF Guidance report 'Working with Parents to support children's learning' Section 2 – Provide practical strategies to support learning at home - suggests providing parents with tips, advice and resources can make home activities more effective.</p>	5
<i>Attendance monitoring</i>	<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement forensic procedures and to be robust with the LA regarding cases that have been referred. The DfE guidance has been informed by engagement with schools</p>	6

	that have significantly reduced levels of absence and persistent absence.	
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Total budgeted cost: £ 49239.70

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Covid from March 2020 – Feb 2021 led to National tests being cancelled in July 2020 and 2021. There is therefore no National Data.

Attendance Data (2020 – 2021) PP children – 92.9% Non PP children – 96.5%

KS1

<i>% Exp+</i>	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>
<i>PP</i>	<i>50%</i>	<i>50%</i>	<i>50%</i>
<i>Non PP</i>	<i>73%</i>	<i>73%</i>	<i>76%</i>

KS2

<i>% Exp+</i>	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>
<i>PP</i>	<i>100%</i>	<i>67%</i>	<i>100%</i>
<i>Non PP</i>	<i>79%</i>	<i>76%</i>	<i>74%</i>

Evaluation of 2020-21 PP strategy

<i>Aim</i>	<i>Outcome</i>
Standards in Reading	Standards in reading at the end of KS2 exceed our non-PP children. All of our PP children achieved the national standard.
Standards in Maths	Standards in maths at the end of KS2 exceed our non-PP children. All of our PP children achieved the national standard.
Greater Depth in Maths	FSM pupils achieving GDS in maths remains lower than non-PP children. This continues to be a school SDP focus.

Standards in RWM Combined	Improvements have been made over time. It is currently at 54% based on the outcomes of the two children.
Standards in Phonics	% of pupils achieving the standard for Phonics at Ks1 has steadily improved. EAL pupils still take longer than others to embed and be confident in their use of phonics however this is generally secure by the end of Year 2.
Attendance	Attendance is very good for all school groups.

