

## Pupil premium strategy statement – Dec 2023

This statement details our school’s use of pupil 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 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	284 ( FS2 - Y6)
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2020/2021 to 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
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 £52,220 23-24
Recovery premium funding allocation this academic year	£2,900 21-23 £4495 22-23 £4495 estimated 23-24
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	£29,800 21-22
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£49,139 22-23 £56,715 23-24

# 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. (68% - 28% of which have single parent family as the only indicator)
2	Our observations and monitoring show that 16% of our PP children also have an identified SEN
3	Our observations and monitoring show that 34% 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.

## 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.

To improve PP children's emotional mental health, wellbeing and readiness to learn.	<ul style="list-style-type: none"> <li>➤ Qualitative data from our PP calculator shows a decrease in indicators within the SEMH band</li> <li>➤ Children demonstrate stronger working relationships and friendships with peers</li> <li>➤ PP children are proud to share their work via Class dojo portfolios.</li> <li>➤ Targeted interventions show a positive impact on mental health</li> </ul>
PP with SEN will make the same rate of progress as other SEN pupils	<ul style="list-style-type: none"> <li>➤ PP SEN pupils make expected progress.</li> <li>➤ Pupils are engaged in their learning through observations and staff input into PP calculator.</li> <li>➤ Intervention has a positive impact on progress – intervention records and Pupil Progress forms reflect this.</li> <li>➤ Planning reflects individual needs as evidenced in the child's support plan.</li> </ul>

<p>75 % of EAL PP children achieve the expected standard in all areas for their year group at the end of the academic year.</p>	<ul style="list-style-type: none"> <li>➤ Teacher assessment outcomes show that 75% of EAL PP children meet the expected standard.</li> <li>➤ Bi-lingual TA supports children so that progress is made.</li> <li>➤ Bi-lingual TA is used to support communication with parents so that progress is made.</li> </ul>
<p>Improved reading attainment among disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>➤ End of year progress outcomes show that non-SEN PP children have made accelerated progress</li> <li>➤ Reading for pleasure surveys show an increased engagement with reading</li> </ul>
<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"> <li>➤ Improved engagements in a range of extra-curricular activities and experiences.</li> <li>➤ All PP are involved in class visits and residential</li> </ul>

## 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: £ 10,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
New staff to 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 both physical and 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><a href="https://www.educationendowmentfoundation.org.uk">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3

<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><a href="#">Evidence-informed Teaching Strategies — WalkThrus</a></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	<p>2,3</p>
<p>INSET staff training to understand the Reading for Pleasure agenda</p>	<p>Wide recreational reading expands pupils’ knowledge about the world and about language, as well as their understanding of subject-specific academic and technical vocabulary. Such knowledge eases their access to the whole curriculum. Higher performance in mathematics has also been found. Further, pupils who read regularly report heightened levels of social and emotional wellbeing. For many, reading is a form of relaxation, a place to escape everyday challenges, a source of entertainment. Reading allows readers to adopt new perspectives, develop empathy and become more socially conscious.</p> <p><a href="#">The reading framework (publishing.service.gov.uk)</a></p>	<p>2,3</p>

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

Budgeted cost: £ 29,264

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide additional TA support to deliver 1:1 or small group phonic sessions  NCJO 17 – 0.5 days	<a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a> +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.	1, 4
To provide additional TA support to deliver 1:1 or small group maths in Y2  NCJO 17 – 0.5 days	<a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a> +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.'	1,4
<i>English and maths guided groups and SEN support – KS2</i> NCJ17 – 1 day ELSA - NCJ08 1 day NCJ17 -	<a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a> +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  <a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a> +4 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.	1, 2, 3, 4
Additional adults support pupils by addressing gaps	Booster and targeted interventions from an additional teacher allow specific gaps to be addressed in smaller groups. This	1,2 , 3, 4

and accelerating progress <i>NCJ17 – 1 day</i>	includes children who are working at or 1 5 progress. towards greater depth. <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a> - Moderate impact for moderate cost based on moderate evidence - +4 months	
Addressing EYS language low baseline.  <i>NCJ17 – 1.5 days</i>	<a href="#">The reading framework - teaching the foundations of literacy (publishing.service.gov.uk)</a> – 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.  <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a> 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

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

Budgeted cost: £ 15025.75

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>	<a href="#">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a>  Financial support will ensure that PP children participate in enrichment activities that offer children a context for learning and a stimulus to trigger their interests	1, 5
<i>Access to the EMET school councillor</i>	<a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	1



	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.	
<i>Mental Health lead training</i>	<p><a href="https://www.gov.uk/guidance/promoting-children-and-young-peoples-mental-health-and-wellbeing">Guidance overview: Promoting children and young people's mental health and wellbeing - GOV.UK (www.gov.uk)</a></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><a href="https://educationendowmentfoundation.org.uk/social-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></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><a href="https://educationendowmentfoundation.org.uk/parental-engagement">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></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

**Total budgeted cost: £ 55240.75**

## 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 2022 to 2023 academic year.

Intended outcome	➤ Success criteria	➤ Achievements ( end of academic year 22-23)
<p>To improve PP children’s emotional mental health, wellbeing and readiness to learn.</p> <p>Dec 22 - Following our outcome review this still remains a challenge and will continue. Whilst our outcomes show that there has been progress we still feel that we need to improve these outcomes for children.</p> <p>Review – June 23. Issues appear to be around confidence and low self esteem for some of our children. SENCO to work with PP lead to ensure interventions support this for next academic year and follow mental health pathway.</p>	<ul style="list-style-type: none"> <li>➤ Qualitative data from our PP calculator shows a decrease in indicators within the SEMH band</li> <li>➤ Children demonstrate stronger working relationships and friendships with peers</li> <li>➤ PP children are proud to share their work via Class dojo portfolios.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 7 of our pupil premium children have reduced their SEMH indicators. 19 of our children have single parent indicators which school cannot have an impact upon. (This is 8 more children than last year)</li> <li>➤ There has been a reduction in the number of children without a supportive friendship group. 2 children remain in this category and 1 of these children are receiving targeted support for this; the other child’s difficulties is linked to SEND</li> <li>➤ 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</li> </ul>
<p>PP with SEN will make the same rate of progress as other SEN pupils</p> <p>Dec 22 - Following our outcome review this still remains a challenge and will continue. Whilst our</p>	<ul style="list-style-type: none"> <li>➤ PP SEN pupils make expected progress.</li> <li>➤ Pupils are engaged in their learning through observations and staff input into PP calculator.</li> <li>➤ Intervention has a positive impact on</li> </ul>	<ul style="list-style-type: none"> <li>➤ IN KS2 100% of PP with SEN are in line with or have accelerated peers with SEND</li> <li>➤ In KS1 75% of children with SEN are in line with or have</li> </ul>

<p>outcomes show that there has been progress we still feel that we need to improve these outcomes for children. We are aiming for an improvement in the percentage of PP with SEND throughout school.</p> <p>June 23 – this target is met.</p>	<p>progress – intervention records and Pupil Progress forms reflect this.</p> <ul style="list-style-type: none"> <li>➤ Planning reflects individual needs as evidenced in the child’s IEP.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interventions and small group teaching were appropriate and have contributed to progress</li> <li>➤ IEPS have be monitored by the SENCO and reflect need</li> </ul>
<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> <p>June 23 – Target met</p>	<ul style="list-style-type: none"> <li>➤ KS2 outcomes show that 75% of EAL PP children meet the expected standard.</li> <li>➤ Bi-lingual TA supports children so that progress is made.</li> <li>➤ Bi-lingual TA is used to support communication with parents so that progress is made.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 100% of EAL PP children have met expected standard in reading / writing and maths</li> <li>➤</li> </ul>
<p>75 % of non-SEN PP children achieve the expected standard in all areas for their year group.</p> <p>Dec 22- data is good for this group of learners, however, the gap remains in writing and maths compared to non-pp children. This focus will continue to reduce the gap.</p> <p>June 23 – target met</p>	<ul style="list-style-type: none"> <li>➤ KS2 outcomes show that 75% of non-SEN PP children meet the expected standard.</li> <li>➤ The gap between PP and non-PP children is reduced.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 80% of non-SEN PP children have met EXS in all areas.</li> <li>➤ Number of children missing EXS in one subject area only are: Maths – 1, writing -3.</li> <li>➤ One child did not achieve EXS in any subject are but has made accelerated progress.</li> </ul>
<p>PP children are engaged in a wide range of experiences and activities beyond the classroom e.g clubs, visits and residential.</p> <p>Dec 22- we still wish to increase the number of PP children accessing the after school activities. We will encourage class teachers to speak to this group of learners about these clubs</p>	<ul style="list-style-type: none"> <li>➤ Improved engagements in a range of extra-curricular activities and experiences.</li> <li>➤ All PP are involved in class visits and residential</li> </ul>	<ul style="list-style-type: none"> <li>➤ Autumn term – 38%, Spring term 25%, Summer term 32% of our PP children accessed at least one after school club last year. All children are given the opportunity to attend.</li> <li>➤ 81% of our PP children attended the residential offered for their year group.</li> </ul>

June 23 – slight reduction in numbers attending clubs. However, residential attendance is still high.		
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KS1 2022 compared to 2023 8 children

<i>% Exp+</i>	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>
<i>PP 2022</i>	<i>75%</i>	<i>50%</i>	<i>75%</i>
<i>PP 2023</i> <i>*3 PP are SEN</i>	<i>63%</i>	<i>63%</i>	<i>63%</i>
<i>Non PP 2022</i>	<i>73%</i>	<i>60%</i>	<i>69%</i>
<i>Non-PP 2023</i>	<i>59%</i>	<i>51%</i>	<i>73%</i>

KS2 2022 compared to 2023 ( TA) 4 children

<i>% Exp+</i>	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>
<i>PP 2022</i>	<i>83%</i>	<i>67%</i>	<i>67%</i>
<i>PP 2023</i>	<i>75%</i>	<i>75%</i>	<i>50%</i>
<i>Non PP</i>	<i>72%</i>	<i>82%</i>	<i>82%</i>
<i>Non- PP 2023</i>	<i>79%</i>	<i>72%</i>	<i>84%</i>

