

# Mornington Primary School

## Pupil Premium Strategy Statement – 2024-25

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	265 (FS2 - Y6)
Proportion (%) of pupil premium eligible pupils	13.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Rebecca Joyce (Head Teacher)
Pupil premium lead	Clare Smith (Deputy Head Teacher)
Governor / Trustee lead	Andrew Simpson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,360
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£47,360

# 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 funding to address social disadvantage by ensuring that teaching and learning is designed to meet the needs of all pupils. Common barriers to learning for disadvantaged pupils include weak language and communication skills, lack of confidence, more frequent behaviour difficulties, attendance and punctuality.

School recognises 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, observations and discussions with pupils and staff show a presence of social and emotional issues for many of our disadvantaged children. 53% of PP children have SEMH.
2	Observations and assessments 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. 40% of PP children have signed up to an enrichment club.
3	Observations and discussions suggest a proportion of our disadvantaged children (47%) have lower oracy skills, highlighting the need to develop their spoken language abilities to enable them to reach their full potential in school and beyond.
4	Summative and formative assessments indicate that there is an attainment gap between disadvantaged and non-disadvantaged pupil in maths in 5 out of the seven-year groups.

## 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 children are engaged in a wide range of experiences and activities beyond the classroom e.g clubs, visits and residential.	<ul style="list-style-type: none"> <li>➤ Improved engagements in a range of extra-curricular activities and experiences.</li> <li>➤ PP children participate in residential visits and other school visits to support their learning.</li> <li>➤ A percentage of PP children participate in a range of competitive sports events.</li> </ul>
Improved oral language skills among disadvantaged pupils.	<ul style="list-style-type: none"> <li>➤ Observations indicate improved oral language among disadvantaged pupils eg lesson visits.</li> <li>➤ PP children engage in classroom discussions with increased confidence.</li> <li>➤ PP children use a range of vocabulary to deepen their understanding and knowledge of what they are learning.</li> </ul>
Improved maths attainment among disadvantaged pupils	<ul style="list-style-type: none"> <li>➤ Formative and summative assessments show a reduction in the attainment gap between PP and non-PP children in the identified year groups.</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: £9,573

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing of Little Wandle to support reading and vocabulary.	EEF (teaching and learning toolkit – phonics) +5 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'.	3
Purchase of standardised diagnostic assessments – CAT	These tests provide valuable insight into a student's cognitive abilities and academic potential. These scores are instrumental in understanding a student's strengths and areas for improvement, helping educators and parents tailor educational approaches.	1, 3, 4
Purchase of White Rose and Times Table Rock Stars to develop knowledge of small steps.	<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> Children are taught mathematical concepts through pictorial, practical and written methods in order to develop a deep understanding, confidence and competence in Maths and improve fluency.	4
Implement the Voice 21 project to support pupils' articulation of ideas and understanding and extension of vocabulary.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a> +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.	1,3

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

Budgeted cost: £15,911

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To provide additional TA support to deliver 1:1 or small group phonic sessions 0.5 days</i>	<a href="https://educationendowmentfoundation.org.uk/teaching-assistants/guidance-reports/making-best-use-of-teaching-assistants/">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.	3
<i>To provide additional TA support to deliver 1:1 or small group maths 1 day</i>	<a href="https://educationendowmentfoundation.org.uk/teaching-assistants/guidance-reports/making-best-use-of-teaching-assistants/">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>To provide additional TA support to deliver 1:1 or small group English 1 day</i>	<a href="https://educationendowmentfoundation.org.uk/teaching-assistants/guidance-reports/making-best-use-of-teaching-assistants/">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.'	1,3
<i>ELSA sessions available to students to promote wellbeing -</i>	<a href="https://educationendowmentfoundation.org.uk/social-emotional-learning/">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a> 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.	1, 3
<i>Addressing EYFS language low baseline. 0.5 day</i>	<a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/671212/reading-framework-teaching-the-foundations-of-literacy.pdf">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="https://educationendowmentfoundation.org.uk/oral-language-interventions/">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

SALT intervention to address poor oracy 0.5 day	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a> +6 months 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
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6,201

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving life experiences through funding school trips and residential. Residential take place in Y2/4/6	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/life-skills-enrichment">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	2
Access to the EMET school councillor	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a> 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.	1
Well-being and emotional health network	<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> 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.	1
ELSA sessions available to students to promote wellbeing NCJO 11 – 2 x 0.5 days	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a> 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.	1, 3
Parent workshops to support maths	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a> EEF Guidance report 'Working with Parents to support children's learning' Section 2 – Provide practical	4

	strategies to support learning at home - suggests providing parents with tips, advice and resources can make home activities more effective.	
<i>Attendance at an Improving Attendance network.</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a> To support key members of staff to effectively monitor attendance and develop improvement strategies by keeping schools up to date with the latest local and national developments in attendance, promoting good attendance which will contribute to raising achievement and attainment and facilitating the sharing of best practice to meet the needs of the network of schools.	1, 4

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
Synthetic phonics programme	Little Wandle – Letters and Sounds
White Rose Maths	
Oracy project	Voice 21
Times Table Rockstars	

Free school meal contribution - £15,675

**Total budgeted cost: £47,360**