

Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	The Morton Church of England Primary School				
Academic Year	2019-2022	Total PP budget	£33,000	Date of most recent PP Review	Sep 2019
Total number of pupils	164	Number of pupils eligible for PP	25	Date for next internal review of this strategy	2022

2. Current attainment

	KS1	KS2	KS1 PP(no.)/ national	KS2 PP(no.)/ national
% achieving expected standard or above in reading, writing and maths	Data suppressed due to low numbers. Pupils could be individually identified.			
% achieving expected standard or above in reading				
% achieving expected standard or above in writing				
% achieving expected standard or above in maths				
% achieving expected standard or above in grammar, punctuation and spelling				

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers (issues to be addressed in school, such as poor oral language skills)

A.	In some cases pupils attitudes to learning coupled with individual needs, family background and lower attendance leads to attainment and progress which is below the national average
B.	In some cases early language skills, acquisition of vocabulary and reading ability (including phonics) impacts on pupils independent writing.
C.	In some cases children are not as 'school ready' when they join school (for those entering school at Reception and mobile pupils who join later).

Additional barriers (including issues which also require action outside school, such as low attendance rates)

D.	In some cases pupils eligible for pupil premium have lower attendance rates than those who are not eligible (PP 94.75%, Non PP 96.75%)
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4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	The gap between all children and those who are entitled to Pupil Premium (PP) (disadvantaged) to close to National at EYFS, KS 1& 2 at Expected standard (ES) and Greater Depth (GD).	The difference between PP and Non-PP children will narrow to 10%.
B.	Pupils eligible for PP's early acquisition of vocabulary, phonic and reading skills will be in line with national outcomes at end of FS1, FS2 and Year 1	The difference between PP and Non-PP children in early vocabulary skills will narrow to zero.
C.	Pupils eligible for PP will be school ready at each transition stage.	Profiles of individual children demonstrate that there is no significant difference between those eligible for PP and those who are not eligible.
D.	Pupils eligible for PP attendance will improve towards the national average.	The difference between PP and Non-PP will be less than 1%

5. Review of expenditure				
Previous Academic Year		2018-19		
i. Quality of teaching for all				
Action	Intended outcome	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
Deliver high quality reading opportunities for children at all levels	All pupils to take part in daily whole class reading to deepen and further access to texts.	Internal checking evaluates Whole Class Reading as effective Pupil questionnaires evaluates WCR as helpful and enjoyable. Although 1/3 children at KS1 and 2/5 at KS2 reaching the expected standard – progress score in reading rose to +1.1	Gap will need to close further between those eligible for PPG Analyse more closely the interventions available.	£17910
Ensure effective levels of adult support are in place across the school.	Teaching Assistants to provide accurate interventions that are evaluated for their effectiveness.	Maths attainment improved at end of KS1 and 100% of children met the expected standard. Maths progress scores rose to +3.7	Sustain progress and attainment across Reading, Writing and Maths.	
ii. Targeted support				

Action	Intended outcome	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
Improve resilience and well-being of individual pupils, resulting in accelerated progress	Greater well being of children leads to improved progress and attainment.	Improving attendance year on year for those eligible for PPG Improving outcomes (KS1 in line with Nat.Av, KS2 above Nat. Av)	Target achieved.	£9700
Improved outcomes at key assessment points	Greater number of children achieving the expected standard.	Improving outcomes (KS1 in line with Nat.Av, KS2 above Nat. Av)	Target achieved	
iii. Other approaches				
Action	Intended outcome	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
Ensure that PP pupils have access to clubs, uniform and trips to ensure that less barriers exist between these children and their peers.	Breaking down barriers between PPG and non-PPG children. Less stigma around PPG children accessing trips, uniforms and clubs	25% rise in number of PPG pupils accessing clubs 100% of pupils offered new uniform. 60% accessing it. 100% of pupils accessed school trips at no cost.	Continue with approach	£8030
Ensure quality outdoor learning through purpose built Forest School and provision of trained forest school leaders.	Provide Forest School for all children aiding access to outdoor learning to develop positive self image, wider skills, confidence.	100% of children accessing Forest School. All PPG children accessing support with clothing and boots for forest school	Continue with approach	
6. Planned expenditure				
Academic year	2019-22			

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Adopt a disadvantaged first approach to planning, intervention and assessment.	The gap between all children and those who are entitled to Pupil Premium (PP) (disadvantaged) to close to National at EYFS, KS 1& 2 at Expected standard (ES) and Greater Depth (GD).	There is still a gap between those eligible for PPG and those who are not.	Academy trust-wide plan to provide CPD and training to support schools to prioritise disadvantaged children. Evaluate planning and in-year assessment.	HT HoS	Governors Pupils and Provision committee 3x per year Annual evaluation
Total budgeted cost					£12,500

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Design new curriculum around central aim to improve pupil's vocabulary. Target early vocabulary acquisition in EYFS	Pupils eligible for PP's early acquisition of vocabulary, phonic and reading skills will be in line with national outcomes at end of FS1, FS2 and Year 1	There is a gap in vocabulary acquisition between those eligible for PPG and those who are not.	Academy trust-wide plan to provide CPD and training to support schools to prioritise disadvantaged children. Improve assessment of vocabulary across the school.	HT HoS	Governors Pupils and Provision committee 3x per year Annual evaluation
Total budgeted cost					£11,000

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>Target those children eligible for PPG at transition stages:</p> <ol style="list-style-type: none"> 1) Transition to Nursery – visit to home or setting. Additional settling in visit 2) Transition to School – further settling in visit. Uniform and meals support and completion of PP forms. 3) Transition between yr groups – 4) Transition to secondary school 	<p>Pupils eligible for PP will be school ready at each transition stage.</p> <p>Improved outcomes at every level.</p>	<p>There is a difference in the way that children settle into each transition stage. Those eligible for PPG often find it harder to settle into new class or school.</p>	<p>Continuous evaluation of strategy.</p>	<p>HT HoS</p>	<p>Governors Pupils and Provision committee 3x per year Annual evaluation</p>
<p>Track attendance of all pupils with a focus on those eligible for PPG.</p> <p>Reward good attendance Action attendance which falls below 90%</p>	<p>Pupils eligible for PP attendance will improve towards the national average.</p>	<p>The attendance of those eligible for PPG is below that of those not eligible</p>	<p>Weekly attendance checks Attendance panel reviews.</p>	<p>HT HoS</p>	<p>Governors Pupils and Provision committee 3x per year Annual evaluation</p>
Total budgeted cost					£9,500
7. Additional detail					