

Morton CE Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Morton CE Primary School
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	20.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	George Trafford
Pupil premium lead	George Trafford / Kelly Thomas
Governor / Local Council Member responsible for disadvantaged pupils	Sue O'Riordan
Trust Lead for disadvantaged pupils	Vicky Matthews (SEA) Tamara Allen (DCEO)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43941
Recovery premium funding allocation this academic year	£3,625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£47,566

Part A: Pupil premium strategy plan

Statement of intent

As part of the Lincoln Anglican Academy Trust, we believe that every child should be enabled to be all that God intended through excellence, exploration and encouragement. No matter what their background or circumstances, every child deserves to have the same opportunities to help them succeed in life, both academically and within society as a whole. Our school values statement is 'Respect, Achieve, Enjoy, Believe, this is no more apparent and vital as it is with the support that we give to our most disadvantaged children. The purpose of the pupil premium strategy is to support disadvantaged children in overcoming challenges in order to achieve this and to ensure there is equity for all.

Our Pupil Premium Mission Statement

We *respect* each individual child's lived experiences and are committed to working in partnership with families.

We are committed to removing barriers to ensure that all children can *achieve*

We will ensure that all children *enjoy* a rich variety of experiences and have the opportunity to contribute to their school community.

We encourage children to *believe* in themselves and 'dream big'!

Being a school that is part of the Trust, we believe that one way to ensure fairness for all is to provide an education that includes 'mirrors and windows', where children are given opportunities that allows them to see beyond their own lived experiences and get to feel and understand that they have a positive part to play in a rich and varied society (locally, nationally and globally).

Every disadvantaged and vulnerable child has the right to be privileged and it is our intention to address any social divide and inequality. This Pupil Premium Statement supports all children who are vulnerable, including those who are already high attaining. Strategies also include supporting children who are young carers; those that have a social worker; looked after and previously looked after children; pupils in receipt of FSM and those not on FSM but may be on the poverty line; and service children. We ensure that appropriate support is given to those considered to have multiple vulnerabilities, such as disadvantaged and SEND or EAL. There is an expectation that all can achieve.

We have a moral obligation to bring about positive change and a desire to deliver an enriching learning experience based on high expectations, high challenges and high ambitions for all children, and particularly for those experiencing socio-economic disadvantage. We have received bespoke training from the Trust that has secured our understanding that if we get teaching and learning right for our most vulnerable pupils, then we are getting it right for all.

Research identifies quality-first teaching as being the most effective way to close the attainment gap between disadvantaged children and their peers, therefore this is a fundamental thread throughout the strategy statement, with a focus on high-quality CPD to upskill staff and to ensure disadvantaged pupils' attainment will be accelerated and sustained in line with their non-disadvantaged peers.

The impact of the pandemic, particularly on vulnerable children, cannot be ignored and the recovery premium funding is being used as targeted support through additional tutoring for children who have been affected the most.

Our decision-making has taken into account a thorough diagnostic assessment of our children's challenges and individual needs. This alongside a consultation with parents builds a picture of the whole child. The approaches we have adopted complement each other to help pupils to succeed. To ensure they are effective, we will:

- be uncompromising in our belief that all pupils and staff should be supported and challenged to be the best that they can be.
- adopt a whole-school approach in which all staff take responsibility for monitoring the wellbeing of children (if this is at the heart of what we do, then this should have a positive impact on attainment)
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve: First and Best!
- ensure there are no 'capped ceilings' on learning
- address any further barriers as soon as they arise to mitigate against any additional negative impact on progress

This statement of intent is in line with our school development plan and existing practices to ensure sustained impact.

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

Challenge number	Detail of challenge
1	We have identified a language gap in pupils not only on entry into school but also into Key Stage 1 which is more prevalent in the pupils who are disadvantaged. The vocabulary gap has been identified through assessments, book study, observations and discussions.
2	We have identified disadvantaged pupils as having an increased chance of having difficulties with phonics than pupils who are not disadvantaged. This difficulty has a detrimental impact how they develop as a reader, which can in turn hinder their love of reading as well as their ability to access the wider curriculum and make progress in all other subjects. We are committed to closing the gap for children in Early Years and Key Stage 1 and will provide intervention for children at risk of falling behind.
3	Using teacher assessment indicates that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. This is especially true for the current cohorts in Y3 M , Y4 RM, Y5 RWM, Y6 RW.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
5	The disadvantaged pupils can have a lack of opportunities to build cultural capital through a lack of wider out of school experiences and opportunities, this hinders the children's

	knowledge base and platform to acquire wider skills. Parental engagement for disadvantaged families is mixed and there needs to be a more genuine partnership to secure the best outcomes for families.
6	We have identified the attendance and persistent absence gap between disadvantaged and non-disadvantaged needs to be closed and become in line with pre-covid figures.

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
1) Close the vocabulary gap and improve skills among disadvantaged pupils.	We will have implemented in EYFS the NELLI program and have 2 trained ELKAN staff in additional Early Year Practitioners accessing Speech and Language CPD. These language programs will be used and have a positive impact on children's language and vocabulary where planned vocabulary will be remembered by pupils. This will be evidenced in on going assessments, observations, pupil engagement and contribution in lessons and pupil voice.
2) Disadvantaged pupils reading progress and attainment will have increased as a result of improved phonics.	It is our aim that all disadvantaged pupils will meet the expected standard in phonics. This will significantly aid disadvantaged pupils to make good progress and attainment in KS1 and KS2. Intervention, catch-up and keep up is happens daily and children are tracked carefully to ensure they make rapid progress. We have ensured that all staff have the training needed and the opportunity to observe quality first teaching in phonics. Tracking includes those children who missed or were borderline in their KS1 phonics screen.
3) Improved maths attainment for disadvantaged pupils at the end of KS2.	Whole school approaches to teaching of Maths reflects the first and best strategy. This includes all staff trained on CPA approach and supporting children with foundational skills including the four operations and number facts. This is complemented by timely interventions and tutoring.
4) To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant reduction in the number of behaviour incidents • Children access support from adults using a range of methods (e.g. Worry box, can I talk to you card, lunchtime club). • Transitions between year groups within the school and from Year 6 to Year 7 are carefully planned and smooth.
5) To improve parental engagement and work together to ensure children have a broad range of experiences.	Disadvantaged pupils are prioritised when offering extra-curricular activities. Financial barriers are removed and conversations with families happen in a timely manner to ensure equal access. Parental engagement is prioritised with opportunities for families to visit the school informally to learn more about school life. Signposting to support networks, charities and HAF program.

6) The attendance for disadvantaged pupils will have improved and be in line with peers

The attendance for disadvantaged pupils will have improved and will be in line with national attendance. The gap between disadvantaged pupils and their peers will have reduced for persistent absence.

Strategies/activities 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.

High-Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £22,915

Strategy/Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff to engage in moderation opportunities at regular intervals throughout the year within and across schools to ensure accurate teacher assessment.</p> <p>Cost = £1136</p>	<p>From the EEF: move away from the prominence on testing whether statutory or not to inform assessments (however standardised tests will remain as they can be beneficial). Teachers to be given greater opportunity for moderation to inform judgements. Moderation to include in school and across the LAAT/local cluster. There needs to be a balance between formative assessment, teacher assessment particularly when assessing younger children.</p>	1, 2, 3
<p>Buy in the new LAAT PIRA and PUMA standardised diagnostic assessments.</p> <p>£100 10% for PP</p>	<p>The PIRA and PUMA tests will provide more consistent information for teachers. Through the diagnostic tool teachers can pinpoint specific curriculum domains or objectives of strength or weakness for whole cohorts, groups or individual pupils. The more forensic diagnostic analysis can aid teachers to tailor and direct the necessary for pupils through different support channels such as focused teacher time, interventions or working with support assistants.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3,
<p>Fund ongoing training and release time for EYFS staff to maximise learning through sustained shared thinking attending LAAT EYFS network meetings.</p> <p>Opportunities to observe good practice across the hub and to participate in joint moderation.</p> <p>Purchasing resources so that the provision includes all 7 areas of development that enriches adult-child interaction.</p>	<p>Sustained shared thinking improves both the skills involved in learning, as well as supporting children in knowing and remembering more in all 7 areas of development via adult-child interaction.</p> <p>https://www.ucl.ac.uk/ioe/case-studies/2021/feb/sustained-shared-thinking-early-years</p> <p>https://www.birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf</p>	1, 2, 3

<p>Cost: £568 (4x day release for key staff and SLT)</p>		
<p>Ensure leaders have sufficient ring-fenced time to allow for pupil premium to be 'first and best' at all levels. This includes time for:</p> <p>Pupil Premium Reviews</p> <p>Pupil Progress Meetings</p> <p>Support for individual teaching staff</p> <p>Curriculum Development</p> <p>0.3 FTE of Head of School = £16521</p>	<p>Evidence strongly suggests that leaders should have designated time for leadership of Pupil Premium. Leaders can promote the ethos and culture within the school of 'first and best' for those eligible for PPG. Leaders can work closely with pupils and parents to gather pupil and parent voice and act upon it.</p>	<p>3,4,5,6</p>
<p>English Hub Reading Audit Whole school review of reading and work with reading spine. Ensuring high quality reading texts available.</p> <p>Cost: £630</p>	<p>The Department for Education has identified SLE's to develop classroom expertise. We have worked with an English SLE to cultivate the staff's pedagogical content knowledge in planning writing to maximise learning in their year group.</p>	<p>1, 2, 3, 4</p>
<p>Embedding explicit teaching of vocabulary and dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Bridging the gap in cultural literacy can ensure that no-one is left outside of current or future conversations.</p> <p>We will purchase resources (such as high-quality texts) and fund ongoing teacher training and release time. This also includes curriculum planning and support from subject leaders.</p> <p>Cost: £900 (fortnightly release for Phonics lead covered by HLTA)</p>	<p>There is a strong evidence base that suggests explicit teaching of vocabulary and oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Pre-teaching of vocabulary sessions.</p>	<p>1, 4</p>
<p>Fund ongoing phonics support to support the whole school professional development needed to promote efficacy to one phonics teaching scheme.</p> <p>Phonics lead's release to carry out role i.e. phonics screenings, assessments, observing, coaching and mentoring.</p>	<p>EEF teachers toolkit: wide evidence base that high quality phonics as a high impact on pupils (in particular disadvantaged) reading ability and accuracy (this may help comprehension but it not guaranteed).</p>	<p>2</p>

Cost: £900 (fortnightly release for Phonics lead covered by HLTA)		
<p>Enhancement of our reading for pleasure curriculum and teaching delivery in line with DfE and EEF guidance with the support of LAAT SEA</p> <p>We will fund teacher release time to embed key elements of guidance in school</p> <p>Funding will also be used to buy high-quality texts for children to use and study from rather than having to rely on photocopies (if there are budget restraints, ensure disadvantaged children have access to the real texts first).</p> <p>Cost of supply for English lead + additional £1500 for resources</p>	<p>Using EEF evidence for those struggling with their English.</p> <p>Reading comprehension strategies focus on the learners' understanding of written text.</p> <p>Pupils are introduced and are taught a variety of techniques to help them comprehend the meaning of the text read.</p> <p>These could include:</p> <ul style="list-style-type: none"> ○ inferring meaning from context; ○ summarising or identifying key points; ○ using graphic or semantic organisers; ○ developing questioning strategies; ○ and monitoring their own comprehension and then identifying and resolving difficulties for themselves 	1, 4
<p>Improve the maths teaching across the school and also curriculum planning working with the East Midlands Maths Hub.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and/or CPD (including Teaching for Mastery training).</p> <p>Cost: £660 (4x release days for Maths lead) + £360 (£60 HLTA additional cover for staff implementing KS1 NCTEM program)</p>	<p>EEF toolkit – Mastery Learning</p> <p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</p>	3, 4

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

Budgeted cost: **£21,556**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using a small group tuition approach, use an experienced tutor to focus on the targeted teaching with small groups so that the most vulnerable children get the	<p>EEF toolkit – small group tuition</p> <p>EEF Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p>	2,3

<p>help from the most skilled adult</p> <p>Cost of Tutoring = £18,602 (£15,056 against PPG and £3564 from NTP scheme)</p>	<p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p>	
<p>Using a small group tuition approach, use an experienced HLTA and teaching assistant to lead the learning with the majority of the class so that the highly skilled class teacher can focus on the targeted teaching with small groups so that the most vulnerable children get the help from the most skilled adult.</p> <p>Cost of TA time @ 60 mins x 3 per week £1477</p>	<p>EEF toolkit – small group tuition</p> <p>EEF Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>See class Provision Maps</p> <p>Superhero phonics, catch up Maths, Catch up English,</p>	<p>3, 4, 6</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p> <p>Cost of TA time @ 60 mins x 3 per week £1477</p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p>	<p>2, 6</p>

	Phonics Toolkit Strand Education Endowment Foundation EEF Superhero Phonics, 1:1 phonics	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3,075

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Part fund cost of in class teaching assistants. These are a key role within the school as these member of staff works directly with children and small groups. They lead on the following:</p> <p>Lego therapy</p> <p>Emotional/Behavioural support</p> <p>Coordinating attendance support</p> <p>Lunchtime support and additional pastoral needs that arise at lunchtime</p> <p>Morning routine</p> <p>30mins per week x 7 classes TA time £1646</p>	<p>The wider role of specific key staff is a key part of the support to disadvantaged children. This is based on our core values of Respect Achieve, Enjoy, Believe</p>	4, 6
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Cost of SLT time built into allocation above</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Purchasing of uniform/PE kit</p> <p>Nominal cost of cleaning costs and packaging up of school uniform £195</p>	<p>EEF toolkit</p> <p>Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. We believe that school uniform supports the development of a whole school ethos and therefore supports discipline and</p>	4, 6

	motivation and a uniform promotes social equity.	
<p>Offer learning workshops and focused sessions in conjunction with Family Learning Partner workshops with LCC and 2aspire: Adult Skills and Family learning services so that they know how they can support their children's learning.</p> <p>Phonics and story sacks workshop and 6 week family learning event</p> <p>Use funding to release teachers to carry out sessions in collaboration with the family learning tutors.</p> <p>Cost of release for teachers built into leadership time allocated above</p>	<p>Research from the EEF indicates moderate impact for very low cost based on extensive research. The right approach is key to improved outcomes.</p>	1, 2, 4
<p>Offer enrichment activities to all so that there is not a cap placed on disadvantaged pupils i.e. school visits, residential, participating in sports competitions.</p> <p>No financial barriers to participate in an outward bound residential that develops self-esteem and identifies talents.</p> <p>Use of funding to nurture talents and interests e.g., playing a musical instrument; sports at a higher level;</p> <p>£1234</p>	<p>Cultural capital gives children the opportunity to be successful and climb the social ladder. All children need to be given the chance to build cultural capital to help them achieve goals, become successful, improve life chances without necessarily having wealth or financial capital. Cultural capital is having assets that give students the desire to aspire and achieve social mobility whatever their starting point.</p> <p>A wide and rich variety of experiences will support cultural capital of all learners in particular vulnerable children so they can become as privileged as their non-disadvantaged peers.</p>	5

Total budgeted cost: 47566

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.

Our assessment for disadvantaged pupils in 2021-22 indicated that performance for this group was in line with peers where statistical parallels can be drawn.

Overall attendance in 2021/22 declined, it was lower than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher.

Our assessments, observations and family engagement indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme		Provider
Measure	Details	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also participated in a pupil premium review led by the Trust's SEA to get an external perspective on our strengths and areas for development. This has enabled us to broaden the pockets of good practice and revisit our whole school ethos in ensuring we meet the needs of disadvantaged and SEND children through quality first teaching, then we are getting it right for all our children.

We triangulated evidence from multiple sources of data including formative and summative assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

