

Pupil premium strategy statement

1. Summary information					
School	Morton Church of England Primary School				
Academic Year	2018/19	Total PP budget	£35640	Date of most recent PP Review	2018
Total number of pupils	171	Number of pupils eligible for PP	27	Date for next internal review of this strategy	2019

2. Current attainment				
	KS1	KS2	KS1 PP(no.)/ national	KS2 PP(no.) / national
% achieving expected standard or above in reading, writing and maths	73.9%	48%	100%(2)/ 67%	33% (3)/ 52.3%
% achieving expected standard or above in reading	87%	64%	100%(2)/ 74%	66% (3)/ 65.5%
% achieving expected standard or above in writing	82.6%	73.1%	100%(2)/ 65.5%	66% (3)/ 72.9%
% achieving expected standard or above in maths	82.6%	82%	100%(2)/ 72.6%	33% (3)/ 69.7%
% achieving expected standard or above in grammar, punctuation and spelling	n/a	76.5%	n/a	66% (3)/ 72%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Reading ability (including phonics), fluency and enjoyment which then impacts on writing.
B.	Attitudes to learning and ability to learn independently.
C.	% of those eligible for the Pupil Premium making expected combined attainment and progress at KS2 need to rise in line with non PP
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	% PP attendance below that of children who are not PP
E.	School readiness for those entering school at Reception and mobile pupils who join later.
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
A.	All PP children given support for their well-being.
	Children are supported 1-1 regularly by a TA in a mentor

	Children are ready to learn, engaged and have a positive attitude to learning	<p>role</p> <p>Conversations with children reveal their enthusiasm for learning and resilience to failure</p> <p>Work scrutiny reveals pride in their work</p> <p>Attendance is in line with non PP pupils</p>
B.	PP children to be making progress AT LEAST in line with their peers	<p>On-going data tracking supports planning for PP children</p> <p>Children make progress in line with their peers nationally, from their starting points</p>
C.	The provision and progress of PP focus groups is tracked and reviewed termly to address underperformance	<p>Pupils eligible for PP make as much progress as 'other' pupils across Key Stage 2 in maths, reading, writing and GPS</p> <p>Barriers to learning will be identified earlier</p> <p>Support through the provision map will be evident</p> <p>PP children achieve in line with non-PP children</p> <p>Invest in resources to support identification of barriers to learning</p>
D.	Providing access to extra-curricular clubs for PP children	The number of PP children attending clubs will increase

5. Planned expenditure		
Academic year	2018-19	
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.		
i. Quality of teaching for all		
Desired outcome	Action / Approach	Staff lead
Deliver high quality reading opportunities for children at all levels.	<ul style="list-style-type: none"> • Guided and whole class reading. Provide high quality CPD for all staff in the delivery of high quality guided reading. • Ensure high quality phonics impact on early reading. • reading records • reading assessments • pupil tracking data 	SLT
Ensure effective levels of adult support are in place across the school.	<ul style="list-style-type: none"> • support learning and progress, particularly in English and Mathematics • specific TA training (Mobilise) • provide timely interventions • improvement in provision for SEN and other vulnerable groups • lesson observation • work scrutiny • pupil data • evaluation of impact of interventions • support for specific families • provision of Teaching Assistant in Y5/6 class to support children 	SLT/ SENCO
		Total budgeted cost £17910
ii. Targeted support		
Desired outcome	Action/approach	Staff lead

<p>Improve resilience and well-being of individual pupils, resulting in accelerated progress</p>	<ul style="list-style-type: none"> • Enhanced Teaching Assistant support in all classes • Removing Barriers to Learning (Growth Mindset) • Various enrichment opportunities funded for PP pupils such as after school clubs, school trips and equipment as identified by the HT and SENCO • Additional support to prepare vulnerable PP pupils for transition (Beacon Club). • Supported attendance at 'transition days' at designated secondary schools to facilitate a smooth transition process and minimise emotional stress • Discounted places at forthcoming residential trip in 2018. • Provision of Play Therapy (Paula Cash – therapist) to be provided in cases of mental health difficulties. 	
<p>Improved outcomes at key assessment points</p>	<ul style="list-style-type: none"> • Reinforcement of phonics in preparation for the phonics screening (ELS phonics) • Focus on those PP pupils in Year 2 retaking the phonics screening • Year 2 targeted support (Teaching Assistant – additional claim hours) • preparation for National Curriculum tests for PP pupils (Third Space Maths tutoring) • Provide targeted intervention groups across all year groups for identified PP pupils to accelerate progress and raise attainment • Additional Key Stage Two teaching assistant support in afternoons to deliver 1:4 Success at Arithmetic. Ensuring groups selected include those eligible for PP. • Funding for dedicated Leadership Team hours to monitor and evaluate provision for Pupil Premium children, including book scrutinies, lesson observations 	
		<p style="text-align: right;">Total budgeted cost £9700</p>
<p>iii. Other approaches</p>		
<p>Desired outcome</p>	<p>Action/approach</p>	<p>Staff lead</p>
<p>Ensure that PP pupils have access to clubs, uniform and trips to ensure that less barriers exist between these children and their</p>	<ul style="list-style-type: none"> • Allow limited access when necessary for families to access Club Active childcare. This will be on a limited basis to provide respite, socialisation and homework support. • Support children to access sporting clubs with the provision of two clubs for KS2 and one club for KS1 throughout the year (additionally funded by Sports Premium) • Support particular children with uniform purchases. • Support additional voluntary contributions throughout the year (eg. Swimming, school trips). 	<p>SLT Club Active Staff Administrators</p>

peers.		
Ensure quality outdoor learning through purpose built Forest School and provision of trained forest school leaders.	<ul style="list-style-type: none"> • Provide two days a week Forest School Leader and additional teaching assistant to lead team building skills, develop self-confidence and resilience. • Continue to enhance provision in Forest School (new Science linked resources, further willow tree planting)and other suitable resources. • Target PP children for additional support in Forest School especially through appointment of Forest Schools ambassadors. • Target Forest School leaders award particularly for those eligible for PPG 	SLT Forest School Leader
Total budgeted cost		£8030

6. Review of expenditure

Previous Academic Year

Children benefited from range of PP strategies:

- Overall attendance improved.
- Attendance for disadvantaged improved
- Gaps are closing for attainment and progress for disadvantaged pupils.
- Families taking advantage of extended schools offer and accessing respite sessions.

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Barriers to learning and to future attainment (for our pupils eligible for PP)

We have identified the following as main barriers to learning and to future attainment for our PP pupils:

- poor parental engagement in the child's learning
- low attainment on entry – both into Reception year and for our mobile pupils
- poor attendance / punctuality
- lack of exposure to high quality language, both spoken and written
- low parental aspirations and expectations of attainment
- narrow experience of life outside school and limited opportunities
- poor emotional wellbeing
- a number of disadvantaged pupils also have specific educational needs and these needs are a barrier to their learning

How strategies are identified

When making decisions on how to use our pupil premium funding grant effectively we have made use of a range of research. In addition we work collaboratively to investigate practice in other schools and evaluate the effectiveness of our own. Our strategies aim to deploy staff effectively to meet individual learning needs and are, where possible, data driven in response to evidence.

Effective strategies used include:

- Access to quality first teaching
- Mastery learning
- One to one online maths tuition
- Oral language interventions
- Parental involvement
- Reading comprehension strategies
- Small group tuition
- Social and emotional support