

Morley Meadow Primary Pupil Premium 3-year Strategy 2021-2024

Academic Year 2021-2022



All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their emotional, social and academic needs within the school environment. We are committed to 'closing the attainment gap' between vulnerable pupils and the Pupil Premium forms a vital part of that process. The governors reserve the right to allocate the Pupil Premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Our chosen approaches are research based on the Education Endowment Foundation (EEF) with good teaching being the most important lever to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for Pupil Premium. The school adopts a tiered approach to Pupil Premium spending, balancing the approaches to improve teaching, targeted academic support and wider strategies.

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Morley Meadow Primary
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	11.11.21
Date on which it will be reviewed	July 2022
Statement authorised by	Claire Duncan
Pupil premium lead	Claire Duncan
Governor / Trustee lead	Katie Warren

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,430
Recovery premium funding allocation this academic year	£5,510
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£76,940

Part A: Pupil premium strategy plan

Statement of intent

At Morley Meadow Primary we believe that every child has the ability to 'ask, aspire and achieve.' Providing the highest quality teaching is paramount and gives the best intervention for catch-up. Everything we do must be underpinned by a commitment to support our teachers to be the best they can be so that we positively impact on improving the outcomes for our most disadvantaged children and all children. High expectations, understanding academic and emotional needs, developing strong relationships and growing potential in every child runs through everything we do.

To achieve this, we will focus on every teacher in the classroom being as good as they can be in what they teach and how they teach. We will use the best evidence from research and collaborative approaches across WeST to support improvement in teaching and learning opportunities that meet the needs of all pupils. We aim to ensure that appropriate provision and the needs of socially disadvantaged pupils are addressed.

The key principles of our strategy plan are:

1 Teaching

- Improve high quality teaching for all pupils through the introduction of:
 - Read Write Inc
 - Power Maths (mastery approach)
- Targeted CPD for all staff on curriculum delivery.
- Use of Accelerated Reader to promote reading for pleasure.
- Professional development of staff on effective retrieval and feedback approaches with high quality teaching.
- Instructional coaching for staff to improve the teaching of mastery in maths.
- ECT professional development programme.



2 Targeted academic support

- Evidence based intervention support., including pre/post teaching.
- Target support for phonics and RWInc
- Targeted S&L support

3 Wider Strategies

- Multi-agency support team access to resources such as Educational Psychologist, Family Support Worker
- ELSA targeted support
- Wild Tribe

Challenges

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

Challenge number	Detail of challenge
1	Significant period of school closure has led to increase gaps in attainment for the most disadvantaged pupils in the school. Some of these pupils had very little interaction with home learning during lockdown.
2	Oral language skills in Foundation Stage upon entry are low and this slows reading and writing progress in subsequent years.
3	Maths fluency knowledge resulting in poor attainment and progress in maths.
4	Writing stamina and applying taught grammar.
5	Lack of resilience, self-confidence and co-operation when approaching work, which is affecting children's academic progress. Low levels of support and engagement in learning outside of school.

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
Quality of curriculum and curriculum delivery improves.	<ul style="list-style-type: none"> • MMPS curriculum is logically and coherently sequenced to create confident and knowledgeable thinkers. • Teaching and Learning to reflect the WeST Principles of Curriculum Delivery. • Consistency in curriculum delivery across the school and across the curriculum. • Teachers have a secure understanding of how children learn. • Teachers feel confident in mastery curriculum delivery. • RWINc to be delivered to all pupils Foundation to Year 2.
All pupils to be emotionally resilient happy and ready to learn.	<ul style="list-style-type: none"> • Pupils emotional wellbeing is supported by Emotional Literacy

	<p>Support Assistants (ELSA) and the Multi Agency Team (MAST) accessing therapists, counsellors and family support workers.</p> <ul style="list-style-type: none"> • Attendance figures are above the national average. • School environment is safe, calm, orderly and positive. • Children engaged and motivated to learn. • Children able to regulate and respond to their emotional wellbeing.
<p>Children's potential to perform improves.</p>	<ul style="list-style-type: none"> • RWM % ARE and GD improve above the national expectation and within the top 20% of schools nationally. • Progress from start points improves for all groups of children. • Children secure knowledge to their long-term memory. • Children understand what learning looks like at MMPS. • Children understand, apply and retrieve knowledge across the curriculum.
<p>Children who entered EYFS with poor speech and language have made accelerated progress due to intervention programmes received.</p>	<ul style="list-style-type: none"> • Early identification of children requiring SALT ensures that children receive support quickly. • PLP Speech and Language is bought in to provide weekly SALT programmes to children in EYFS and Year 1. Follow-up programmes are provided for school and parents. • The Language Screen is used to identify children who would benefit from additional speech and language support. From this NELI is used to provide targeted intervention.

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: £6881

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development for teachers on what they teach and how they teach it.	EEF Feedback +8 EEF Metacognition +7 EEF Individualised instruction +3 EEF Collaborative learning +5 Tom Sherrington 'Walkthrus'	1 2 3
Intrinsic coaching for maths mastery. Mastery Number (NCTEM Course) Power Maths Programme	EEF Mastery Maths +5	1 3
To increase the progress and attainment of pupils in the EYFS	EEF Small group tuition +4	2

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

Budgeted cost: £17762

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre and Post teaching maths support	EEF Small group tuition +4	3
Early reading and phonics targeted support. (RWInc 1to1 Tutoring,	EEF Early intervention +5 EEF Phonics +4 Ofsted Reading Framework July 2021	2

NELI through employing an EYFS TA) RWInc Spelling		
Writing Conferencing	EEF Small group tuition +4	4
Continue to embed use of Accelerated Reader across all year groups to increase reading for pleasure.	EEF Reading Comprehension Strategies +6	1

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

Budgeted cost

Budgeted cost: £51403

Activity	Evidence that supports this approach	Challenge number(s) addressed
Child Wellbeing/Family Support Worker ELSA support.	Emotional wellbeing needs are being well supported. Attendance of PP children continues to improve. EEF Metacognition and self-regulation +7 EEF Socially and emotional learning +4	1 5
MAST access and support. Speech and Language Therapist	A wider range of external support services are available to our children and families. EEF Metacognition and self-regulation +7	1 5
Wild Tribe	Promote resilience, problem solving skills and develop self-esteem. EEF Outdoor Adventure Learning +4 EEF Socially and emotional learning +4	1, 5

Total budgeted cost: £76,046

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.

Due to Covid-19 pandemic performance measure have not been published for 2020 to 2021. However, the following assessment based on teacher judgement indicates achievements for pupil premium pupils in school achieved (end of summer 2021):

Whole School Groups	Reading	Writing	Maths
All Pupils	74%	61%	73%
Disadvantaged	64%	40%	57%

- Access to remote education through provision of digital equipment to all.
- High overall attendance at onsite school education during the lockdown periods.
- Attendance for disadvantaged group improved through the year through support from our Child Well-being Champion and PCC EWO services. (PP 96.48% non PP 96.3%).
- Families and children supported through the global pandemic through the MAST provision and weekly or daily contact from school team.
- 100% increase in referrals to support services in MAST.
- White Rose Maths Mastery programme implemented for all year groups and training for teachers and teaching assistants.
- Recovery curriculum written to respond to children's needs during the pandemic.
- National Tutoring Programme through FFT Lightening Squad reading (95% made progress, 95% achieved target with 30% of these exceeding their target.)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
White Rose Maths	White Rose
Rising Stars Grammar	Hodder
ELSA Training	Plymouth City Council EP Service
Lightening Squad	NTP – FFT

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Child Wellbeing Champion/Teaching assistant to support families with a single point of contact and provide emotional, wellbeing support during times of parent/service personnel deployment.</p> <p>Regular activities held during the year include opportunities to get together and share experiences. Military Kids Club.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Children able to feel emotionally ready for learning through having a known trusted adult to talk with.</p>

Further information (optional)

- COVID recovery plan supported the Pupil Premium Strategy during the academic year 2020-2021.
- Recovery curriculum written each term to respond to children's needs during the pandemic.
 - Wild Tribe
 - MAST
 - Purple Mash
 - Accelerated Reader
 - FFT tutoring Lightning Squad