

# Morley Meadow Primary

## Pupil Premium 3-year Strategy

### 2022-2025

Academic Year 2023-2024



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 2023 to 2024 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	208
Proportion (%) of pupil premium eligible pupils	39% (25%FSM)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	01.12.23
Date on which it will be reviewed	September 2024
Statement authorised by	Claire Duncan
Pupil premium lead	Claire Duncan
Governor / Trustee lead	Rob Frankow

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,205
Recovery premium funding allocation this academic year	£7,540
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	£81,745

## 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

- Ensure high quality teaching for all pupils through:
  - Read Write Inc Phonics & Spelling
  - Power Maths
  - Opening Worlds
  - Consistent deliberate practice of Mastering Number at Foundation and KS1.
  - Re-Think Reading
  - Book Writes
- Targeted CPD for all staff on curriculum delivery with an emphasis on teaching and modelling writing.
- Coach staff in the delivery of RWINC. (RWINC Manager and Development Day).
- Provide TAs with CPD on precision instruction and high-quality teaching.
- Purchase Widgit to support adaptive teaching.
- Use of Accelerated Reader to promote reading for pleasure.
- Purchase high quality texts to support the teaching of reading in KS2.



#### 2 Targeted academic support

- Evidence based intervention support, including pre/post teaching, SHINE reading intervention.
- Targeted support for Fast Track RWINC
- Targeted S&L support
- Employ additional TA to provide additional TA Support for Year 2.
- HLTAs to enable small group support.

#### 3 Wider Strategies

- Multi-agency support team access to resources such as Educational Psychologist, counselling, and Family Support Workers
- ELSA targeted support and lunchtime club
- Wild Tribe
- Subsidise residential trips.
- Provide emotional support for pupils from service families through Military Club.
- Pastoral support: FSA to provide SEMH and attendance support.
- Lego Therapy
- Implement a Relationships Policy linked to TISUK practice.

## Challenges

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

Challenge number	Detail of challenge
1	Observations, discussion and assessment show that oral language skills in our disadvantaged children is lower than that of other pupils. This slows reading and writing progress in subsequent years.
2	Observations, discussion and assessment show that disadvantaged pupils generally make slower progress in Read Write Inc. and read with less fluency in EYFS and KS1.
3	Observations, discussion and assessment show writing stamina, applying taught grammar and spelling is lower in our disadvantaged pupils, resulting in lower attainment and progress in KS1 and KS2.
4	Observations, discussion and assessment show maths fluency knowledge which supports all of their maths learning is lower in our disadvantaged pupils, resulting in lower attainment and progress in maths.
5	Many children from disadvantaged backgrounds, particularly those who have experienced early trauma, display social and emotional difficulties, limited resilience and self-confidence which is affecting children's academic progress.

## 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
<p>Quality of curriculum and curriculum delivery continues to improve as all staff are clear about the expectations for each subject they are teaching, deepening subject knowledge and consistent approaches are seen in all classrooms leading to high quality provision.</p> <p><i>Link to School Improvement Plan: Priorities 1,2,3 and 5</i></p>	<ul style="list-style-type: none"> <li>• MMPS curriculum is logically and coherently sequenced to create confident and knowledgeable thinkers.</li> <li>• Teaching and Learning to reflect the WeST Principles of Curriculum Delivery.</li> <li>• Consistency in curriculum delivery across the school and across the curriculum.</li> <li>• Staff meeting time is dedicated to sharing expectations from subject leads to ensure consistent, high-quality teaching.</li> <li>• Regular release time by core subject</li> </ul>

	<p>leads providing effective monitoring of subjects.</p> <ul style="list-style-type: none"> <li>• Teachers have a secure understanding of how children learn.</li> <li>• Teachers feel confident in mastery curriculum delivery.</li> <li>• RWINc to be delivered to all pupils Foundation to Year 2 and children in KS2 if they have not reached the required standard.</li> </ul>
<p>Good quality teaching is in place in all RWI lessons and all children are making at least expected progress over time.</p> <p>The programme is well led by the RWI Manager.</p> <p>The number of disadvantaged pupils passing the Phonics Screening Check is increased and is above national levels.</p> <p>The number of disadvantaged pupils achieving below the expected level in a cohort decreases year on year.</p> <p><i>Link to School Improvement Plan: Priority 2,3 and 5</i></p>	<ul style="list-style-type: none"> <li>• RWI has a high priority within the school.</li> <li>• The RWI Manager is provided with release time to monitor and coach to support the provision of the subject.</li> <li>• Accurate assessment ensures that all children are placed in the correct group and children who are not making progress are identified using the new online portal.</li> <li>• Additional support is put in place for children who are not making the expected progress and/or working below the expected level.</li> <li>• RWI Development Days and in school progress meetings are used to ensure external and internal support is in place for RWI Manager and staff are receiving the most up-to date information and training.</li> <li>• Resources are replaced as appropriate to ensure all children and staff have access to the resources they need.</li> </ul>
<p>Disadvantaged children build trusted relationships with key adults and children within the school which supports their social interactions, resulting in improved mental health and wellbeing.</p> <p><i>Link to School Improvement Plan: Priorities 3 and 4</i></p>	<ul style="list-style-type: none"> <li>• Pupils emotional wellbeing is supported by Emotional Literacy Support Assistants (ELSA) and the Multi Agency Team (MAST) accessing therapists, counsellors and family support workers.</li> <li>• Attendance figures are above the national average.</li> <li>• School environment is safe, calm, orderly and positive.</li> <li>• Children engaged and motivated to learn.</li> </ul>

	<ul style="list-style-type: none"> <li>• Children able to regulate and respond to their emotional wellbeing.</li> <li>• All staff are trained in trauma informed practices and the school's new Relationship's Policy.</li> </ul>
<p>Continue to achieve and sustain academic progress across the school.</p> <p><i>Link to School Improvement Plan: Priorities 1,2,3 and 5</i></p>	<ul style="list-style-type: none"> <li>• RWM % ARE and GD improve above the national expectation and within the top 20% of schools nationally.</li> <li>• Progress from start points improves for all groups of children.</li> <li>• Children secure knowledge to their long-term memory.</li> <li>• Children understand what learning looks like at MMPS.</li> <li>• Children understand, apply and retrieve knowledge across the curriculum.</li> </ul>
<p>Children in the EYFS and KS1 with poor speech and language have made accelerated progress due to intervention programmes received.</p> <p><i>Link to School Improvement Plan: Priorities 1,2,3 and 5</i></p>	<ul style="list-style-type: none"> <li>• Early identification of children requiring SALT ensures that children receive support quickly.</li> <li>• PLP Speech and Language is bought in to provide weekly SALT programmes to children in EYFS and KS1. Follow-up programmes are provided for school and parents.</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: £14,295

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teaching staff are clear about the expectations for each subject and consistent approaches are seen in all classrooms leading to	EEF Feedback +6	1
	EEF Metacognition +7	2
	EEF Individualised instruction +4	3
	EEF Collaborative learning +5	4

high quality provision.		
Provide teachers with planning, coaching support and training on effective modelling of writing in the curriculum sequence.	EEF Collaborative learning +5 EEF Feedback +6 EEF Mastery Learning +5	3
Intrinsic coaching for maths mastery. Mastery Number (NCTEM Course) Power Maths Programme	EEF Mastery Learning +5	4
All reading teachers receive support through regular RWI training, termly RWI Development Days and coaching to maintain quality first teaching of phonics.	EEF Phonics +5  Ofsted Reading Framework July 2021	2
Purchase high quality text to support the reading curriculum.	EEF Reading Comprehension Strategies +6  EEF 'Improving Literacy' guidance	1
Purchase Widgit to support adaptive teaching.	EEF 'Special Educational Needs in Mainstream' guidance report.	
Provide TAs with further training on adaptive teaching to support quality teaching.	EEF Teaching Assistant Interventions +4  EEF 'Selecting Interventions' guidance. EEF 'Making Best Use of TAs' guidance	1 2 3 4

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

Budgeted cost: £26,169

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide pre and post teaching maths support and targeted individual	EEF Small group tuition +4 EEF Feedback +6 EEF Individualised Instruction +4	1 4

and small group intervention through additional TAs to support the delivery of evidence based programmes.	EEF One to One Tuition +5	
Early reading and phonics targeted support. RWI Spelling	EEF Early intervention +5 EEF Phonics +5 One to One Tuition +5 Ofsted Reading Framework July 2021	2
Speech and Languages needs are identified early as possible through the employment of a Speech and Language Therapist for 0.2.	EEF Individualised instruction +3.	1 2
Increase the social, emotional resilience of children in KS1 to enable them to be ready to learn.	EEF Social and Emotional Learning +4	5

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

#### Budgeted cost

Budgeted cost: £41,281

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	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	5
Wild Tribe	Promote resilience, problem solving skills and develop self-esteem. EEF Outdoor Adventure Learning +4	1 5



	EEF Socially and Emotional Learning +4	
Subsidise residential trips for eligible pupils to ensure children have access to enriching experiences developing self-confidence, stamina and motivation.	EEF Socially and Emotional Learning +4	5
A lunchtime wellbeing club/ELSA club providing nurturing support for children who find the playground a challenging environment.	EEF Socially and Emotional Learning +4	5

**Total budgeted cost:** £81,745

## 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 2022 to 2023 academic year.

The achievements for pupil premium pupils in school achieved (end of summer 2023):

	All Pupils	Disadvantaged (FSM + E6)	
EYFS (27 pupils)	GLD = 81%	75%	
Year 1 Phonics Screening Check	87%	83%	
Year 2 SATs	ARE + GD	ARE + GD	
	Reading	73%	60%
	Writing	63%	40%
	Maths	80%	60%
	RWM	63%	40%
Year 4 MTC	+20/25	81%	60%
	25/25	52%	30%
Year 6	ARE + GD	ARE + GD	
	Reading	84%	71%
	Writing	68%	57%
	Maths	80%	72%
	RWM	64%	57%

- Providing an additional TA in Year 1 enabled us to support the high number of children within complex needs and particularly support their social, personal, and emotional needs. Small group and individual support in learning how to play and regulate their emotions was a particular focus.
- Our highly skilled support staff have supported children with both basic skills in English and maths lessons. They also run high-quality interventions and targeted support in small groups.
- Three RWI Development Days and Progress Meetings took place over the year where the RWI Manager and staff were coached to ensure they were confident in delivering the programme. This training enabled the RWI Manager to coach staff in the same way.
- Accelerated Reader continues to demonstrate that Pupil Premium children are engaging in the programme and motivated to read more frequently outside of school which leading to raised attainment over time. Systems for monitoring progress and achievement have been improved which ensures early identification of children who are

not engaging.

- Families and children have been supported through our own school Family Support Advisor and MAST provision. These services are improving attendance and over all behaviour of many of our PP children through building relationships with our families, helping them to emotionally regulate themselves.
- Targeted MAST intervention is in place and the EP decides if a wider system response is required.
- Power Maths Mastery programme is implemented for all year groups and training for teachers and teaching assistants has been ongoing through the year.

### 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
Read Write Inc	Ruth Miskin/ Oxford University Press
Power Maths	Pearson
White Rose Maths	White Rose
MAST	Plymouth Learning Partnership
Accelerated Reader	Renaissance
Book Writes	Devon Education Services

### 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?	Family Support Advisor /Teaching assistant to support families with a single point of contact and provide emotional, wellbeing support during times of parent/service personnel deployment. Regular activities held during the year include opportunities to get together and share experiences. Military Club.
What was the impact of that spending on service pupil premium eligible pupils?	Children able to feel emotionally ready for learning through having a known trusted adult to talk with.

## Further information (optional)