

Pupil premium strategy statement – MORDEN PRIMARY – Academic Year 2020-2021

Total PP budget		Date of most recent PP Review	June 2020
Estimate: £105, 080 plus £4,147 carried forward from 2019-2020 = £109,227			
Total number of pupils 242	CURRENT DATA June 2020 No. of pupils eligible for PP: 77 Services Premium:6 EYFS Premium : 9	Date for next internal review of this strategy	December 2020

Barriers to future attainment (for pupils eligible for PP)

In-school barriers

A.	A large proportion of children enter Reception with below average English oral language skills.
B.	Attainment of Pupil Premium children is slightly below attainment of non-pupil premium children in: <ul style="list-style-type: none"> - Writing ARE - Maths ARE Years 1-4 - Maths GDS Year 6 - Reading ARE KS1 and Years 4-5 - Reading GDS Years 1, 3 & 6 <p><i>Spring 2020 data.</i></p>
C.	Progress of Pupil Premium children is slightly slower than progress of non-pupil premium children in: <ul style="list-style-type: none"> - Reading average Years 2-5 - Reading accelerated Years 1 & 6 - Writing average in KS1 and Year 6 - Writing accelerated in Year 4 - Maths average in Years 1, 5 & 6

External barriers

D.	A number of our PP children have emotional and social issues which has a detrimental effect on their academic progress and that of their peers. 37% are SEN + PP
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Desired Outcomes	Success Criteria
Children make rapid progress through the phonics phases in EYFS to ensure that the majority are KS1 ready. To continue to raise the standard of reading across the school.	EYFS data shows accelerated progress in closing the phonics phase gaps Reading attaining National ARE in KS1 and KS2 SATS

Improved progress of PP children in writing across the school so a greater % reach the expected standard	School data shows a narrowing gap for PP achieving ARE in writing
Higher % of PP children achieving Greater Depth (GDS) in reading	School data shows a narrowing gap for PP achieving GDS in reading
Vulnerable children develop strategies to support their emotional and social needs.	Children successfully using strategies learned through ELSA and Jigsaw4U to support emotional and social needs. Staff having a greater understanding of ACE and vulnerabilities our children face.
PP have equal access to opportunities	Ensuring PP children are able to swim 25 metres by the end of Primary school

Planned Expenditure

Quality of Teaching for all

Desired outcome	Actions	Monitoring	Staff lead	Success Criteria	Review Date
Children make rapid progress through the phonics phases in EYFS to ensure that the majority are KS1 ready. To continue to raise the standard of reading across the school.	Consolidate phonics home learning in the EYFS Extra provision in EYFS – HLTA supports language development Consolidation of phonics tracking & including specific PP tracking Use of accelerated reading Continue to use WCR Y2-6	Termly progress meetings Termly analysis of data Ongoing monitoring including learning walks and pupil discussions Lesson observations	EYFS & KS1 Leaders Literacy leader	EYFS & KS1 data shows accelerated progress for children in phonics Reading attaining National ARE in KS1 and KS2 SATS	Dec 2020 and July 2021
Improved progress of PP children in writing across the school so a greater % reach the expected standard	Focused staff meeting and inset training on semantics of sentence structure Moderation of PP writing books Revisit Talk for writing and Alan Peat resources Review writing stimulus used in class e.g. art, film, drama Sharing of good practice for teaching basic skills	Book scrutiny Data analysis Progress interviews Lesson observations SLT monitoring Learning walks	Literacy Leader SLMT	Increased numbers of PP children achieving ARE in writing across the school.	Dec 2020 and July 2021

25.6.2020

Higher % of PP children achieving Greater Depth (GDS) in reading	<p>Ensuring high quality feedback. CPD on providing stretch for high attaining pupils.</p> <p>Staff training for developing high quality text selection.</p> <p>Review of Medium and Long term planning to ensure range of genre coverage, including - Archaic Language, Non-Linear, Time Sequences, Narratively Complex (Narrator/Plot/Symbol), Figurative/Symbolic/Resistant texts.</p>	<p>Pupil Progress meetings each term</p> <p>Termly and end of year data analysis</p> <p>Monitoring of planning</p>	Literacy Leader and SLMT	Pupils eligible for PP identified as high ability make as much progress as non- PP pupils identified as high ability, across the school in reading (specifically in Years 1, 3 & 6)	Dec 2020 and July 2021
Targeted Support					
Desired outcome	Actions	Monitoring	Staff lead	Success Criteria	Review Date
Children make rapid progress through the phonics phases in EYFS to ensure that the majority are KS1 ready. To continue to raise the standard of reading across the school.	<p>Regular tracking of phonics phases & including specific PP tracking</p> <p>Ensuring that continuous provision includes phonics opportunities x2 daily</p> <p>Interventions for children identified as below expected for phonics, including 15 minutes a day intervention</p> <p>HLTA used for Code intervention and phonics groups</p>	<p>Termly progress meetings</p> <p>Termly analysis of data</p> <p>Ongoing monitoring including learning walks and pupil discussions</p> <p>Lesson observations</p>	EYFS & KS1 Leader Literacy Leader	<p>Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.</p> <p>Reading attaining National ARE in KS1 and KS2 SATS.</p>	Dec 2020 and July 2021
Improved progress of PP children in writing across the school so a greater % reach the expected standard	<p>Targeted writing intervention group including Write Away programme</p> <p>Sets used in Y2 and Y6</p> <p>Individualised targets set</p>	<p>Termly progress meetings</p> <p>Termly analysis of data</p> <p>Ongoing monitoring including learning walks and pupil discussions</p> <p>Lesson observations</p>	Literacy Leader	Increased numbers of PP children achieving ARE in writing across the school.	Dec 2020 and July 2021

Higher % of PP children achieving Greater Depth (GDS) in reading.	Reading Post Teach intervention Booster classes HLTA assigned to reading groups and extra reading.	Impact overseen by reading & learning leaders. Teaching assistant (TA) CPD for TAs supporting the sessions. TLA supporting PP children in lower maths sets.	Pupil Premium Leader + literacy learning leaders	Pupils eligible for PP identified as high ability make as much progress as non- PP pupils identified as high ability, across the school in reading (specifically in Years 1, 3 & 6)	Dec 2020 and July 2021
Vulnerable children develop strategies to support their emotional and social needs.	Jigsaw4U worker employed 2.5 days per week. ELSA worker employed 4 days per week. Nurture group every lunchtime. Mentoring with Phase leaders. Mental Health Cluster Project	Ongoing identification of children in need of support. Half termly KS Leader behaviour reports Monitor impact of behaviour improvements on attainment and progress – termly progress meetings	KS1/EYFS and KS2 Phase leader	Children successfully using strategies learned through ELSA and Jigsaw4U to support emotional and social needs. Children make academic progress in line with their peers.	Dec 2020 and July 2021
PP have equal access to opportunities	Pupil Premium Home Learning clubs after school – x2 groups Monday-Thursday run by TAs. Tutoring catch-up Purchasing of new laptops to allow these children access to online learning tools both within the	Termly progress meetings Termly analysis of data Ongoing monitoring	Pupil Premium Leader & SLT	Pupils eligible for PP are attending Home Learning club and receiving 1:1 support through tutoring catch-up. Children make academic progress in line with their peers.	Dec 2020 and July 2021
Total budgeted cost				Staffing: £63,592 (total funding –all other costs) Jigsaw 4U: £25,625 Accelerated Reader: £1500 Chromebooks: £2500	

Other Approaches

Desired outcome	Actions	Monitoring	Staff lead	Success Criteria	Review Date
<p>Ensuring PP have equal access to opportunities</p> <ul style="list-style-type: none"> - <i>Ensuring PP children have the opportunity to learn to swim 25 metres by the end of primary school</i> - <i>Providing children with essential nutrients and vitamins to support their growth and well being.</i> 	<p>Subsidising PP swimming payments.</p> <p>Support with funding to provide school milk for families struggling to pay.</p>	Termly swimming assessments	PE Leader	Ensuring PP children are able to swim 25 metres by the end of Primary school	Dec 2020 and July 2021
Total budgeted cost				Swimming payment subsidisation: £400 FSM payments: £15,500 Milk payments: £60	

Review of Expenditure

Desired Outcomes	Review	
<p>Children make rapid progress through the phonics phases in EYFS to ensure that the majority are KS1 ready. To continue to raise the standard of reading across the school.</p>	December 2020:	July 20201:
<p>Improved progress of PP children in writing across the school so a greater % reach the expected standard</p>	December 2020:	July 20201:

Higher % of PP children achieving Greater Depth (GDS) in reading	December 2020:	July 20201:
Vulnerable children develop strategies to support their emotional and social needs.	December 2020:	July 20201:
PP have equal access to opportunities	December 2020:	July 20201: