

Pupil premium strategy statement – MORDEN PRIMARY – Academic Year 2018-2019

Total PP budget		Date of most recent PP Review	Dec 2018
Estimate: £98,460 plus £2,267 carried forward from 2017-18			
Total number of pupils 234	CURRENT DATA Dec 2018 No. of pupils eligible for PP: 75 Services Premium: 7 EYFS Premium : 23	No. of children funding received for based on January 2017 census data TOTAL 77 No. of pupils eligible for PP: 73 Services Premium: 7	Date for next internal review of this strategy July 2019

Barriers to future attainment (for pupils eligible for PP)

In-school barriers

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| A. | A large proportion of children enter Reception with below average English oral language skills. |
| B. | Attainment of Pupil Premium children is below attainment of non-pupil premium children in EY and KS2 |

External barriers

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| C. | 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. |
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Desired Outcomes	Success Criteria
Improved oral language skills for PP children in EYFS	EYFS data shows accelerated progress for children with poor language skills
Improved progress of PP children in EYFS and KS2 so a greater % reach the expected standards	EYFS and KS2 data shows a narrowing gap for PP achieving a Good Level of Development/Expected standard
Higher % of PP children achieving Greater Depth	KS1 and 2 data shows a narrowing gap for PP children achieving Greater Depth
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. Children make academic progress in line with their peers.
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	What is the evidence and rationale for this choice?	Monitoring	Staff lead	Success Criteria	Review Date
<p>Improve oral language skills for pupils eligible for PP in Reception class</p> <p>Improved progress of PP children in EYFS</p>	<p>Phonics sets in EY from Spring 2019</p> <p>Extra provision in Reception – TLA supports language development every morning.</p> <p>EAL support for PP children new to English in the early years – 2 mornings per week</p>	<p>We want to invest some of the PP in longer term change and we believe that early intervention is the key.</p> <p><i>“The evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months’ progress, and appear to be particularly beneficial for children from low income families.” EEF Toolkit October 2016</i></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 Leader	EYFS data shows accelerated progress for children with poor language skills	Dec 2018 and July 2019
<p>Higher % of PP children achieving Greater Depth</p> <p>Improved progress of PP children in EYFS and KS2 so a greater % reach the expected standards</p>	<p>Ensuring high quality feedback. CPD on providing stretch for high attaining pupils.</p> <p>Staff training for developing explaining and reasoning skills in maths.</p> <p>Introduction of whole class reading to increase quality reading teaching accessed by the children</p> <p>Staff training on strategies to teach reading skills.</p> <p>Accelerated reading scheme used to promote</p>	<p>High ability pupils eligible for PP are achieving below non PP children at the end of KS2. We want to ensure that PP pupils can achieve high attainment as well as simply ‘meeting expected standards’. We want to train all teachers in practices to provide stretch and encouragement for these pupils.</p> <p>Whole class reading has been adopted by schools across the world, with success. Moving away from ‘guided reading’ where children are exposed to high quality teaching input for 30 minutes per week to ‘whole class reading’ where children receive up to 3hrs 45 quality teaching input per week directly impacts the progress of the children.</p>	<p>Peer observation of attendees’ classes after the course, to embed learning (no assessment).</p> <p>Pupil Progress meetings each term</p> <p>Termly and end of year data analysis</p>	English and Maths subject leads	Pupils eligible for PP identified as high ability make as much progress as non- PP pupils identified as high ability, across Key Stage 2 in maths, reading and writing. More able pupils eligible for PP in Year 6 achieve in line with their non-PP peers.	Dec 2018 and July 2019

Targeted support						
Desired outcome	Actions	What is the evidence and rationale for this choice?	Monitoring	Staff lead	Success Criteria	Review Date
Improve oral language skills for pupils eligible for PP in Reception class.	Small group interventions focusing on social skills to develop oral language.	<p>We want to invest some of the PP in longer term change and we believe that early intervention is the key.</p> <p><i>'On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself' – EEF Toolkit October 2016</i></p> <p><i>'Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three...Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.'</i> EEF Toolkit October 2016</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 Leader	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.	Dec 2018 and July 2019
<p>Higher rates of attainment across KS2 for high attaining pupils eligible for PP.</p> <p>Improved progress of PP children in EYFS and KS2 so a greater % reach the expected standards</p>	<p>Weekly 1:1 reading with reading volunteers.</p> <p>Code intervention for children who did not achieve the expected standard in the phonics check.</p> <p>Inference intervention in KS2</p> <p>Write Away intervention in KS2</p> <p>Maths Post Teach intervention</p> <p>Literacy and Maths sets for Y6 3 x per week</p> <p>Reading sets in Y6 3 x per week</p>	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit.</p> <p><i>'Evidence suggests that certain types of grouping are more effective than others. Some studies have shown that reducing the size of the lowest attaining groups and assigning high-performing teachers to these groups can be effective, as can providing additional targeted catch up support.'</i> – EEF Toolkit October 2016</p>	<p>Impact overseen by maths & literacy learning leaders.</p> <p>Teaching assistant (TA)</p> <p>CPD for TAs supporting the sessions.</p> <p>TLA supporting PP children in lower maths sets.</p>	Pupil Premium Leader + Literacy/Maths learning leaders	Pupils eligible for PP identified as high ability make as much progress as non- PP pupils identified as high ability, across Key Stage 2 in maths, reading and writing. More able pupils eligible for PP in Year 6 achieve in line with their non-PP peers.	Dec 2018 and July 2019

<p>Vulnerable children develop strategies to support their emotional and social needs.</p>	<p>Jigsaw4U worker employed 2.5 days per week.</p> <p>ELSA worker employed 4 days per week.</p> <p>Nurture group every lunchtime. Use</p> <p>Mentoring with Phase leaders.</p> <p>Mental Health Cluster Project</p> <p>Play therapist working with targeted children to address barriers to learning (summer term 2018)</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p><i>'On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself' – EEF Toolkit October 2016'</i></p> <p><i>'Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours' - EEF Toolkit October 2016'</i></p>	<p>Ongoing identification of children in need of support.</p> <p>Half termly KS Leader behaviour reports</p> <p>Monitor impact of behaviour improvements on attainment and progress – termly progress meetings</p>	<p>KS1/EYFS and KS2 Phase leader</p>	<p>Children successfully using strategies learned through ELSA and Jigsaw4U to support emotional and social needs. Children make academic progress in line with their peers.</p>	<p>Dec 2018 and July 2019</p>
<p>Total budgeted cost</p>					<p>Staffing: £63,592 (total funding –all other costs) Jigsaw 4U: £25,625 Accelerated Reader: £1250</p>	

Other Approaches

Desired outcome	Actions	What is the evidence and rationale for this choice?	Monitoring	Staff lead	Success Criteria	Review Date
<p>Ensuring PP have equal access to opportunities</p>	<p>Subsidising PP swimming payments.</p> <p>Support with funding to provide school milk for families struggling to pay.</p>	<p>Ensuring disadvantaged children have the opportunity to learn to swim 25 metres by the end of primary school as it is an essential life skill.</p> <p>Milk provides children with essential nutrients and vitamins to support their growth and well being.</p>	<p>Termly swimming assessments</p>	<p>PE Leader</p>	<p>Ensuring PP children are able to swim 25 metres by the end of Primary school</p>	<p>Dec 2018 and July 2019</p>

Total budgeted cost

FSM payments: £9500

Milk payments: £360

Swimming payment subsidisation: £400

Review of Expenditure

Desired Outcomes	Review	
Improved oral language skills for PP children in EYFS	<p>Dec 2018: Autumn term data shows that 50% of children in Reception are currently working at ARE in speaking and listening (slightly below peers – 60%) Small group interventions will continue during the spring term from TLA to increase this to be in line with their peers.</p> <p>Spring 2019: Spring term data shows that 72% of children in Reception are currently working at ARE for Listening and Attention. Which is a 22% increase from Autumn data. Small group S&L interventions continue.</p>	<p>July 2019: In Reception, 90% of PP children achieved ARE for speaking (compared to 89% non-PP) which shows the impact of small group speaking and listening intervention in closing the gaps.</p>
Improved progress of PP children in EYFS and KS2 so a greater % reach the expected standards	<p>Dec 2018: In Nursery, progress of PP for the autumn term children exceeds that of their peers. In Reception, progress of PP children is equal to their peers in all prime areas except writing. At KS2, progress of PP children across the key stage is equal to their peers in all areas, except in Y6 writing where they are below.</p> <p>Spring 2019: In Nursery, progress of PP for Spring term children is below their peers, with the exception of maths in the three core areas. In Reception, progress is below in all of the three core areas, with the exception of writing ARE. With the exception of maths, in most cohorts PP pupils are generally in line for progress.</p>	<p>July 2019: Progress: PP children in the EYFS were broadly in line for reading/writing, but not maths. In KS2 this was the reverse with pupils making equal progress in maths but not in reading and writing. Attainment: In EYFS, PP children were broadly in line for number but not in writing and reading. In KS2 they were broadly in line for reading and maths, but not for writing. <i>Writing attainment for PP to be a focus for 2019-2020</i></p>
Higher % of PP children achieving Greater Depth	<p>Dec 2018: PP children achieving GDS is equal to their peers in many areas across school. In reading – equal to peers in all year groups except Y6 In writing - equal to peers in all year groups except Y1 and Nursery In maths - equal to peers in all year groups except Y1 and Y6</p> <p>Spring 2019: In 5 out of 8 cohorts, PP pupils are equal to non PP in reading at GDS. In 5 out of 8 cohorts, PP pupils are equal to or above non PP in writing at GDS. In 3 out of 8 cohorts, PP pupils are equal to or above non PP in maths at GDS.</p>	<p>July 2019: Progress: PP children in EYFS were broadly in line for maths, but not reading/writing. PP children in KS1 and KS2 were broadly in line with non-PP for all subject areas. Attainment: PP children in EYFS and KS2 were broadly in line for reading/writing but not maths. PP children in KS1 were broadly in line for all areas. <i>Greater depth maths pupil premium to be a focus for 2019-2020</i></p>

<p>Vulnerable children develop strategies to support their emotional and social needs.</p>	<p>Dec 2018: Vulnerable PP children have been supported in the following ways: Jigsaw4U support, ELSA support, nurture groups at lunchtimes, mentoring from phase leaders and support from a play therapist during the summer term. This has included work to develop self confidence, improve resilience, improve social skills and offering emotional support to children who have experienced trauma. All of this work supports children's readiness to learn. 8 PP children have received support. 7/8 children have made at least expected progress this term, with 3/8 children making better than expected progress.</p> <p>Spring 2019: See Autumn term detail for support provided. This now includes an art therapist and vulnerable pupil timetabling (during the day and at breaks) for our most vulnerable pupils.</p>	<p>July 2019: 15 vulnerable PP children have been supported this year either through ELSA or Jigsaw4U. This has included 1:1 sessions, small group work and in class support. Work with parents has also supported these vulnerable PP children. The impact of supporting vulnerable children has also been shown by a reduction of behaviour incident forms.</p>
<p>PP have equal access to opportunities</p>	<p>Dec 2018: PP children in KS2 receive daily milk. Y4 children participated in weekly swimming sessions in the Autumn term. Top up lessons for children unable to swim 25 metres in Y6 have been applied for.</p> <p>Spring 2019: Swimming lessons have now been moved to Year 3 and Year 6 booster lessons will begin in Summer term.</p>	<p>July 2019: PP children in KS2 continue to receive daily milk. Y3/4 children participated in weekly swimming sessions in the Autumn and Spring term. Top up lessons for children in year 6 saw all 6 PP children who participated either pass the KS2 expectations or increase the distance they can swim by at least 5 metres.</p>