Pupil Premium strategy statement 2024-2027

This statement details our school's use of pupil premium funding (and recovery premium for the 2024 to 2025 academic year) 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 @ 02.07.2024	Data
School name	Morden Primary
Number of pupils in school	220
Proportion (%) of pupil premium eligible pupils	41% (94 children)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Governing Body
Pupil premium lead	Anna Diamant
Governor lead	Lisa Halford CoG

Funding overview

Detail – was based on October 2024 census of 86+5 service and 2Post-LAC	Amount
Pupil premium funding allocation this academic year @ £1455	£138,560
Recovery premium funding allocation this academic year	£9606
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year including recovery, post LAC and services	£145,400 – pending confirmation for carry forward -

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be exclusive of:
- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour and nurture support through ELSA, Jigsaw4U, Off The Record counsellor, 1:1 mentoring and pastoral support.

Challenges

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

Challenge number	Detail of challenge
1	Preparedness for school of children entering the school in EYFS – speech and language and basic self-care skills
2	Attainment gap between pupil premium and non – pupil premium still exists, despite good progress of PP
3	Mental health and safeguarding needs of children and families on PP
4	Access for children on PP to paid for extra-curricular and cultural capital experiences – eg theatre trips, residential trips, Rocksteady music.
5	Low parental engagement.

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
To continue the good and accelerated progress of pupil premium children across the school, in reading, writing and maths	Achieve National or above in KS1 phonics check. EYFS phonics tracking data shows majority of the children are at the correct phonics stage for their age range. Achieve National or above in KS1 and KS2 Reading SATS Gap narrowed between PP and non-PP children.
Improved attainment of PP children in reading, writing and maths – • Writing expected • Maths expected and GDS • Reading GDS in KS2	Achieve national or above scores in EOY assessments. Gap narrowed between PP and non-PP children. Increase the number of PP children attaining ARE in writing across the school. Increase the number of PP children attaining ARE and GDS in maths across the school. Increase the umber of PP children attaining GDS in reading in KS2.
Support PP families with identifying needs and supporting progress in school preparedness	Achieve national average progress scores in EOY assessments. Gap narrowed between PP and non-PP children. To increase numbers of PP families who attend workshops and support events.
PP children have equal access to extra curricular and cultural capital opportunities	PP pupils accessing all opportunities in school, including swimming and Rocksteady lessons Bursaries offered for free club places.
Improve attainment in Communication and Language and	Achieve National or above ELGs for Communication & Language and Physical Development at the end of Reception.

Physical Development at the end of EYFS.	Additional S&L needs identified and being met.

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: £ 79,883

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of staff to enable small teaching groups in y5 and 6	EEF +2	2
Reviewing and development of Literacy curriculum, including staff training.	EEF +7 (metacognition and self-regulation) EEF +6 (oracy and language intervention) EEF +6 (feedback)	1 & 2
Maths home learning to match small-steps curriculum.	EEF +7 (metacognition and self-regulation) EEF +5 (Homework)	2 & 5
Deployment of support staff in EYFS to run physical development and Communication and language groups.	EEF +4 (small groups) EEF +6 (oracy intervention)	1

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

Budgeted cost: £ 22, 759

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics teaching and intervention	EEF +5	1 & 2
Reading comprehension	EEF +6	2
Small class sizes (y5 and 6)	EEF +2	2
Feedback to pupils	EEF +6	1, 2
Write Away Together Intervention	What works well for pupils with specific literacy difficulties publication; EEF +4	2

Activity		Challenge number(s) addressed
Accelerated Reading Program	EEF + 5	2

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

Budgeted cost: £42,758

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA; Jigsaw4U; Off The Record	EEF +4	3 and 5
Mentoring	EEF +2	4, 2 and 3
Milk and Lunch	BDA articles (Association of British Dieticians)	4
Arts Participation – Rocksteady	EEF + 3	4
*Physical Activity (Swimming_*	EEF + 1	4
Increase of parental workshops	EEF +4 (parental engagement)	5

Total budgeted cost: £ 141,615

Part B: Review of outcomes in the previous academic 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