

Pupil premium strategy statement – Morda C of E (VC) Primary School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	114
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024–2025 2025-2026
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	C.Rogers
Pupil premium lead	C.Rogers
Governor / Trustee lead	M. Fosbrook

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,500
Recovery premium funding allocation this academic year	£8000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£39,500

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	A lack of fundamental writing skills (letter formation, spelling, vocabulary acquisition) leading to lower attainment in writing in comparison to non-disadvantaged pupils.
2	Attainment in reading: A lack of reading at home amongst some of our Pupil premium children and difficulties with comprehension skills lead to lower attainment in reading.
3	Social and emotional needs: There are a range of needs exhibited by some children that can prevent them from learning effectively: Barriers to future attainment include anxiety, low self-esteem and a lack of independence.
4	Special Educational Needs: 10 (out of 19) of our Pupil Premium children are on the SEND register and of these one has an EHCP and has been identified as having particular needs that act as barriers to attainment and progress.
5	Additional costs can be a barrier to attending extra-curricular activities.

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 close the attainment gap between disadvantaged and non-disadvantaged children in writing.	Data from teacher assessments and KS1 and KS2 national assessments to show a closing attainment gap.

To close the attainment gap between disadvantaged and non-disadvantaged children in reading.	Data from teacher assessments and KS1 and KS2 national assessments to show a closing attainment gap.
For children's mental health to be well-supported.	Termly well-being meetings where children's progress is discussed by SLT and Learning Mentor.
For SEND children to make accelerated progress.	SEND children's closely attainment monitored and PCP targets met.
For disadvantaged children to attend extra – curricular activities and extra-curricular events at the same rate as non-disadvantaged children.	Disadvantaged children to attend clubs as often as non-disadvantaged.

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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching of writing CPD</p> <p>Termly CPD for all staff through Professional Development in school.</p> <p>Staff involved in moderation workgroups</p>	<p>The guidance report from the Education Endowment Foundation Improving Mathematics in Key Stages 2 & 3 endorses many of the components of teaching for mastery.</p> <p>A report by the Fair Education Alliance looks at schools with good outcomes for disadvantaged children in maths. Investigating 20 schools and Early Years providers, it pinpoints the factors in their success. Many of the schools cite teaching for mastery as a key factor.</p>	1
<p>Developing the efficacy of teaching of reading. All staff to receive training in RWI and/or using Reading for Mastery Teaching resources to deliver high-quality reading sessions.</p>	<p>RWI and Reading for Mastery helps schools to teach reading in the most effective way. The training and resources are all based on credible research and on the principles of effective continuing professional development.</p>	2

<p>Staff to attend internal CPD and webinars in order to increase their subject knowledge.</p>		
<p>Developing the teaching of cross curricular lessons Staff training on 'Mantle of the expert approach' (MoE) Mantle of the Expert is an education approach that uses imaginary contexts to generate purposeful and engaging activities for learning.</p>	<p>Many schools have used this approach successfully, the following is a quote from a headteacher who has introduced MoE.</p> <p><i>"When MoE is used in classes the excitement and enjoyment of the pupils is amazing. When used the children are empowered in their learning, being active and interested and learning for a purpose. Some teachers are still developing their MoE skills in teaching but in an area with high social deprivation and where pupils can easily become disengaged, MoE unlocks the curriculum for many."</i> <i>Primary School Head Teacher</i></p> <p>Local case study publication evidences efficacy of approach.</p>	<p>3,4</p>
<p>Developing CPD opportunities for staff across school.</p> <p>Making sure all staff have regular access to high quality CPD and ensuring all staff make use of these opportunities.</p> <p>Use of National College for CPD</p> <p>TA training in preparation for tutoring.</p>	<p><i>'High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom. Indeed, the review underpinning this guidance found that professional development, on average, has a positive effect on pupil attainment across early years, primary, and secondary contexts.'</i> EEF Effective-Professional-Development-Guidance-Report 2021</p> <p><i>The preparedness of TAs also relates to their ongoing training and professional development. If a specific pedagogy is being used, such as formative assessment or cooperative learning, TAs should be trained so they fully understand the principles of the approach and the techniques required to apply it.</i> EEF Making best use of teaching assistants – Guidance report 2021</p>	<p>1 – 4</p>

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

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teaching support for Pupil Premium children Teachers to target children for immediate invention and feedback during the school day (freed by teaching assistants to do so). <i>Main focus on PP pupils.</i></p>	<p>Same day intervention is designed to enable pupils to “keep up” rather than “catch up”. It should address any points in the lesson that were not understood in order that all pupils are ready for the next lesson.</p> <p><i>The aim is that misconceptions are “nipped in the bud” at the point where they occur. More deep rooted difficulties should be addressed through a structured intervention programme which provides pupils with additional learning opportunities. - NCETM</i></p> <p>We believe teachers are best placed to deliver these interventions both from an assessment of need and a subject knowledge point of view.</p> <p><i>Programmes involving teaching assistants or volunteers can have a valuable impact, but may be less effective than those using experienced and specifically trained teachers.</i> <i>EEF Summary of Education evidence</i></p>	<p>1,2 and 4</p>
<p>Teaching assistants and external providers running specific reading interventions (including 1:1 reading) maths and English support. Teaching assistants and external providers running interventions to support those Pupil Premium children who also have special needs.</p>	<p>We use a range of structured programmes to support teaching assistant led interventions, such as: Talkboost, Talk tables.</p> <p>We use external providers (Positive Leap (dyslexia) and use volunteer readers to provide specific support for targeted children.</p> <p>For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention. <i>EEF Summary of Education evidence</i></p>	<p>1,2,4</p>

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

Budgeted cost: £18000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Mentor support for children and families.</p> <p>1:1 support for children most in need of social and emotional support.</p> <p>Disadvantaged pupils make up a high proportion of the support given by our Learning mentor.</p>	<p>It is widely recognised that children’s social and emotional needs are a vital part of their journey through education and beyond. Focusing on these needs is a vital part of our approach and takes on even more significance due to the disruption of lives and learning due to Covid 19.</p> <p><i>‘Students participating in Social and emotional Learning programs showed improved classroom behaviour, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school’.</i></p> <p>Collaborative for Academic, Social, and Emotional Learning</p>	
<p>Financial Support for extra – curricular activities.</p>	<p>Without financial support some disadvantaged pupils could miss out on important opportunities to develop in a holistic manner.</p> <p>The benefits of extra – curricular activities (including opportunities for outdoor education and residential) are widespread. These include:</p> <ul style="list-style-type: none"> - <i>enhanced personal and social communication skills</i> - <i>increased physical health</i> - <i>enhanced mental and spiritual health</i> - <i>enhanced spiritual, sensory, and aesthetic awareness</i> - <i>the ability to assert personal control and increased sensitivity to one's own well-being.</i> <p><i>(Health, Well-Being and Open Space, Literature Review by Nina Morris, OPEN space Research Centre)</i></p>	

Total budgeted cost: £ 39000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

See review statement.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Dyslexia support	Positive Leap
Play Therapy	Tania Pyburn