



## Morley Memorial Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Morley Memorial Primary School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£50,205	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	414	<b>Number of pupils eligible for PP</b>	39	<b>Date for next internal review of this strategy</b>	Jan 2017
2. Current attainment					
			<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>			63%		67
<b>% making progress in reading</b>			75%		77
<b>% making progress in writing</b>			67%		81
<b>% making progress in maths</b>			78%		80
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )					
<b>A.</b>	Gaps in prior learning (especially where PP pupils have transferred from other countries)				
<b>B.</b>	High ability pupils who are eligible for PP are making less progress than other high ability pupils across the school. This prevents sustained high achievement in Key Stage 2.				
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )					
<b>C.</b>	Attendance rates for pupils eligible for PP are 94.66% (Non-PP 96.7%). This reduces their school hours and causes them to fall behind on average.				
<b>D.</b>	Parental engagement (i.e. attendance at parents evenings, school events, information evening) is lower than parents of non-PP pupils which is detrimental to good home/school relationships.				
<b>E.</b>	Access to resources, such as books, libraries, life experiences (especially cultural)				

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Gaps in learning are identified and targeted teaching/interventions teach to the gaps	Formative assessment will show gaps being addressed. Pupils will make (or exceed) expected progress
<b>B.</b>	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and standardised tests.
<b>C.</b>	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves to over 96% in line with 'other' pupils.
<b>D.</b>	Increased parental engagement	Attendance records for parents evening/open evenings will show an increased level of participation
<b>E.</b>	Pupils are exposed to a wide range of social, cultural, learning and sporting experiences.	Pupils attend events/visit places that they would not usually be exposed to.

5. Planned expenditure					
Academic year	2017/18				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Gaps in learning are identified and targeted teaching/interventions teach to the gaps</p> <p>B. Higher rates of progress across KS2 for high attaining pupils eligible for PP.</p>	<p>Specialist Music Tutor employed in Key Stage 2 to release teachers to deliver 1:1 support or small group intervention to PP pupils to address specific barriers to learning (including more able )</p> <p>Assistant Head Support - To provide individualised support to PP pupils (Y1-3) that addresses their specific barriers to learning(including more able PP)</p>	<p>FFT research demonstrates that one of the most effective strategies for pupils is high quality teacher input. We wish to release teachers to work specifically with PP pupils in order to address their individual learning needs.</p>	<p>Deputy Head to meet with teachers to plan teaching approaches. SLT to discuss impact with teachers during pupil progress meetings. Deputy Head to monitor implementation</p>	<p>Deputy Head (Pupil Premium lead)</p>	<p>April 2017</p> <p>£9355</p>
<p>B. Improved progress for high attaining pupils</p>	<p>CPD on providing stretch for high attaining pupils in writing.</p>	<p>High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in writing. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a teachers in practices to provide stretch and encouragement for these pupils.</p>	<p>Course selected using evidence of effectiveness. Use CPD sessions to deliver training Work scrutiny and lesson observations will show strategies being implemented.</p>	<p>Deputy Head</p>	<p>Jan 2017</p> <p>£545</p>
<b>Total budgeted cost</b>					£9900

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Gaps in learning are identified and targeted teaching/interventions teach to the gaps	Online, interactive 1:1 Maths tutoring programme for all pupils below age expectation in year 5 and 6. (10 sessions each) designed to address specific pupils gaps in understanding of mathematical concepts	EET Toolkit and Visible Learning (John Hattie) show that small group interventions or 1:1 interventions delivered by qualified staff , that specifically targets children's individual needs have shown to be affective in accelerating progress.	Impact overseen by maths co-ordinator and Year 6 teachers	Maths Coordinator	May 2017  £2918
B. Improved progress for high attaining pupils	Weekly small group sessions in maths for high-attaining pupils with experienced teacher, in addition to standard lessons.	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 Visible Learning by John Hattie and the EEF Toolkit.	Impact overseen by maths co-ordinator and Year 6 teachers  CPD for TAs supporting the sessions.	Deputy Head (Pupil Premium lead)	Mar 2017  £576
A. Gaps in learning are identified and targeted teaching/interventions teach to the gaps	Additional TA/HTLA/Teacher employed to deliver individualised support to PP pupils that addresses their specific individual barriers to learning, in consultation with Pupil Premium lead and class teachers.	EET Toolkit and Visible Learning (John Hattie) show that small group interventions delivered by qualified staff have shown to be affective in accelerating progress.	Impact overseen by SLT (Including SENCO and Deputy Head)	Deputy Head (Pupil Premium lead)	April 2017  £18000
<b>Total budgeted cost</b>					<b>£21494</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
D. Increased attendance rates	Employ School worker/counsellor to address well being and attendance issues for PP pupils so that children are better equipped to deal with day to day school and home life	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of support worker about existing absence issues. Deputy Head, Senco, Class teachers etc. will collaborate to ensure new provision and standard school processes work smoothly together.	Deputy Head (Pupil Premium lead)	Jan 2017  £12191
E. Pupils are exposed to a wide range of social, cultural, learning and sporting experiences.	To subsidise school trips including those that take place outside the school day (residential/evenings)  To subsidise places at extra- curricular clubs (including sports and music)	Studies of outdoor learning have shown positive benefits on academic learning and wider outcomes such as self confidence.  All children benefit from experincing extra curricular activities. There are also often widen benefits for low-income pupils in terms of attendance at school, behaviour and relationships with peers.	Audits will demonstrate that PP pupils are participating in all school trips and residentials.  PP will be offered music tuition through CIMA.  PP pupils will participate in extra curricular clubs.	Deputy Head (Pupil Premium lead)	April 2017  £2000
C. Increased parental engagement	Achievement for All Structured conversations to be offered to all parents of pupil premium pupils.	Achievement for All is a national research based programme which hi-lights the importance of engaging with parents as key to improving pupils achievements and life aspirations.	Deputy Head to review structured conversations records.	Deputy Head (Pupil Premium lead)	March 2017  £4620
<b>Total budgeted cost</b>					<b>£18811</b>

