

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	<b>Morley Memorial Primary School</b>
Number of pupils in school	385
Proportion (%) of pupil premium eligible pupils	68 children (73 Dec21)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2019-2022 Current Year 3 2021-22 3 years
Date this statement was published	December 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	
Pupil premium lead	K Kowalska
Governor / Trustee lead	R Kerschner & J Gorrie

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£ 91 460</b>
Recovery premium funding allocation this academic year	<b>£ 8 845</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£0</b>
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£ 100 305</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Morley, the principles of our Pupil Premium strategy plan mirror those for the whole school:

- We are committed to providing a rich and engaging creative curriculum and excellent teaching which challenges and inspires all of our children.
- We believe the role of every adult in school is to contribute to raising achievement, enabling all children to achieve the highest standards and make excellent progress.
- We seek to equip our children with the knowledge, skills and personal attributes to take advantage of opportunities and rise to the challenges which their future may present.

To these ultimate objectives, our Pupil Strategy Plan is linked to our School Development Plan.

Our current Pupil Premium strategy plan works towards these objectives by:

### 1 Teaching & Learning

Ensure impact of Visible Learning CPD on outcomes for PP children: focus on effective feedback

### 2 Close the Attainment gap

EY Close the gap between PP and Non-PP children achieving GLD at end of YrR (60% of PP children currently achieved GLD compared with 76% non-PP)

KS1 Close the gap between PP and non-PP in particular middle-attaining children

KS2 Close the gap between PP and non-PP (in particular middle-attaining children) in Reading (& writing)

### 3

For PP children to be exposed to and participate in a wide range of cultural, social, learning and sporting experiences

Increase % of attendance for PP children to at least in line with non-PP children

## Challenges

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

Challenge number Focus and EEF Tier	Detail of challenge
1 WRITING	<i>Linked to SDP priority 1:</i>

<p>Teaching/ Targeted academic support</p>	<p><i>Children will make excellent progress in writing and receive the high quality teaching and support required for them to achieve age-related expectations at the end of each year.</i></p> <p>Attainment in writing for PP children needs to improve.</p> <p>Data shows that PP child attainment in writing is below age related expectations.</p> <p>73% (35 children) below ARE 27% (13 children) at or above ARE (Summer 21 assessments for children in Years 2-6 - 48 children)</p>																				
<p>2 VL TEACHER EFFICACY</p> <p>Teaching</p>	<p><i>Linked to SDP priority 4:</i></p> <p><i>To continue to enhance collective teacher efficacy - further developing mechanisms for effective feedback and enhancing teacher clarity</i></p> <p><i>EEF Guidance Report 2018: Meta-Cognition and Self-Regulated Learning 'Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well.'</i></p> <p>Evidence from internal monitoring indicates that PP children are less likely to participate in learning discussions, and are generally less able to articulate their thinking or verbalise their working processes (meta-cognition) than non-PP peers.</p>																				
<p>3 Closing the Attainment Gap Recovery &amp; Re-engagement</p> <p>Teaching / Targeted Academic Support</p>	<p><i>Linked to SDP priority 3 &amp; 5:</i></p> <p><i>To close attainment gaps for those most disadvantaged by school closures and disruption</i></p> <p><i>To work with a range of partners to strengthen provision and provide opportunities for staff development and leadership</i></p> <p>The disruption to learning affected all children, however, some pupils have been more disadvantaged than others by school closures.</p> <p>MMPS has introduced the new TLR roles of Recovery and Re-Engagement leads introduced in Sept 2021 to align with priority 3</p> <p>Whole School ARE Target Tracker Sum2 PP (non-PP)</p> <table border="1" data-bbox="411 1693 1347 1845"> <thead> <tr> <th>Subject</th> <th>Below %</th> <th>Risk %</th> <th>At %</th> <th>Above %</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>48 (15)</td> <td>17 (13)</td> <td>23 (35)</td> <td>13 (37)</td> </tr> <tr> <td>Writing</td> <td>73 (37)</td> <td>10 (13)</td> <td>10 (38)</td> <td>6 (18)</td> </tr> <tr> <td>Maths</td> <td>52 (15)</td> <td>23 (17)</td> <td>15 (34)</td> <td>10 (33)</td> </tr> </tbody> </table>	Subject	Below %	Risk %	At %	Above %	Reading	48 (15)	17 (13)	23 (35)	13 (37)	Writing	73 (37)	10 (13)	10 (38)	6 (18)	Maths	52 (15)	23 (17)	15 (34)	10 (33)
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<p>4 <b>Wellbeing &amp;</b></p>	<p><i>Linked to SDP priority 2:</i></p> <p><i>To re-establish policies and procedures which enable all children to strive to meet the high expectations for behaviour and attitude and to implement the CCC STEPs approach</i></p>																				

<p><b>Positive Behaviour</b></p> <p>Wider strategies</p>	<p>Behaviour Log data shows that a number of PP children make up a significant percentage of those with 3 or more entries in class Behaviour Logs, and that this percentage has increased over time:</p> <p>2018-19 PP children constituted <b>21%</b> of those 3 or more entries  2019-20 (reduced timescale owing to C19) PP children constituted <b>41%</b> of those 3 or more entries  2020-21 PP children constituted <b>52%</b> of those 3 or more entries  (Internal Behaviour Log data analysis)</p> <p>EEF Improving Behaviour in Schools Evidence Review (Dec 2019) states:  <i>‘Being able to cope with adverse situations helps ensure that negative behaviour manifestations will be less common In contrast, developing a negative self-image may be the result of different events that occurred during the early life cycle, that in turn may lead to or exacerbate negative behavioural manifestations in response to additional adversity. Thus, events outside school may impact children’s behaviour directly but also via links to the perception of one’s ability in school that can amplify the stress and distress experienced. There are influences on behaviour which teaching staff can affect directly, as well as others where there is a potential for teaching staff to influence or advise’</i></p>
<p>5</p> <p><b>Participation &amp; Engagement</b></p> <p>Wider strategies</p>	<p>PP children are less likely to be exposed to and participate in the wide range of cultural, social, learning and sporting activities that non-PP children often engage in. This limits their broader understanding of the world around them, the ways they interact socially and impacts on their learning and behaviours in school.</p> <p>EEF T&amp;L Toolkit Arts Participation states:  <i>‘There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</i></p>

## 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.

	<b>Intended outcome</b>	<b>Success criteria</b>
<p>1</p> <p>Writing</p> <p>Teaching</p>	<p>PP children will have made accelerated progress and will be on track to meet ARE in <b>Writing</b></p>	<p><i>SDP Priority 1 Success Criteria:  Children across the school can answer 3 key questions about their own writing:  ‘Where am I with my writing?’ Where am I going next? What do I need to do next in order to improve?’</i></p>

	<p>PP children with SEN will be making at least expected points of progress over the year according to their individual needs.</p>	<p><i>Children will have opportunities to engage in meaningful, organised writing activities every day, and for a range of purposes</i></p> <p><i>Children will be making at least 6 points of progress over the year</i></p> <p><i>Progress rates for PP children's writing average 6 points + across each year group</i></p> <p><i>PP children in receipt of tutoring or intervention should achieve in excess of 7 points progress across the year</i></p> <p>Individual children will have been identified and supported by R&amp;R leads, as part of the school-led tutoring approach</p>
<p>2 VL Teacher Efficacy  Teaching</p>	<p>Whole school Visible Learning CPD will have an impact on outcomes for PP children: focus on effective feedback</p> <p>PP children will show self-regulation in that they will be aware of their strengths and weaknesses, and will be able to motivate themselves to engage in and improve their learning (focus on Maths)</p>	<p><i>SDP Priority 4 Success Criteria</i> <i>When asked about their learning most children will be able to articulate where they are at, where they are going and the steps they will need to take to achieve their goals.</i></p> <p><i>Pupils indicate the feedback they receive is helpful, targeted to their learning needs and helps them to make good progress.</i></p> <p>PP children have participated in individual or small group learning conferences for targeted feedback on their learning leading to improved meta-cognitive and self-regulatory skills.</p> <p>VL Impact Cycles will show that teacher clarity has improved – focus on Maths (See SDP)</p> <p><a href="#">EEF Metacognition &amp; Self-Regulation Evidence Review May 2020</a></p>
<p>3 Closing the Attainment Gap  Recovery &amp; Re-Engagement  Teaching</p>	<p>PP children show improved attainment (R, W &amp; M) in line with non-PP peers, according to individual starting points</p>	<p><i>SDP Priority 5 Success Criteria:</i> <i>Children who were making good progress or on track for age-related expectations prior to March 2020 and who are no longer, are clearly identified in each class.</i></p> <p><i>Recovery and re-engagement leads support colleagues in amending in class provision, and creating and implementing packages of support</i></p>

<p>Targeted Academic Support</p>		<p><i>Pupils in receipt of support packages receive up to 15 hours of small group tutoring resulting in accelerated progress in excess of their class peers.</i></p> <p>PP children (who have been identified as being in need) will have access to additional learning support from R&amp;R leads in KS1 and KS2</p> <p>Teachers will be supported in fulfilling their role effectively through release time to complete a range of monitoring/review activities with SLT &amp; others.</p> <p><i>HLTA costs Academic Year 20-21 £ 25 500</i></p>
<p>4</p> <p>Positive Behaviour &amp; Wellbeing</p> <p>Wider strategies</p>	<p>Behaviour log entries for PP children will be in proportion to their percentage of the number on roll</p> <p>PP children where social or emotional challenges are identified as a barrier to learning will have access to support from the Wellbeing Team</p>	<p><i>SDP Priority 2 Success criteria: Teachers and Teaching Assistants have training and support to understand and respond to challenging behaviour.</i></p> <p><i>There is a consistent use of behaviour policy, including pathways and guidance for dealing with prejudice related incidents, for support by all staff.</i></p> <p><i>Parents and pupils are clear on the schools procedures for managing behaviour.</i></p> <p><i>Children have a range of opportunities to be role models for positive behaviour and attitude</i></p> <p><i>Behaviour Lead and new HLTA work effectively to prevent, manage or follow up on behaviour issues particularly at lunchtimes.</i></p> <p><a href="#"><u>EEF Improving Behaviour in Schools Evidence Review Dec 19</u></a></p>
<p>5</p> <p><b>Participation &amp; Engagement</b></p> <p>Wider strategies</p>	<p>PP children will have the opportunity to access a rich and engaging creative curriculum, including being exposed to and participating in cultural, social, learning and sporting experiences</p>	<p>All PP children will have had the opportunity to participate in at least one of the following:</p> <ul style="list-style-type: none"> <li>● Trips or visits linked with year group curriculum topics</li> <li>● Forest School sessions</li> <li>● Brilliant Makers Club (arts) (tbc)</li> <li>● Premier Sport activity club</li> <li>● Scholars Programme (Yr5)</li> <li>● Residential (Yr6)</li> </ul> <p>Individuals may also access <i>Breakfast Club/ Breakfast Book Club</i></p>

## 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.

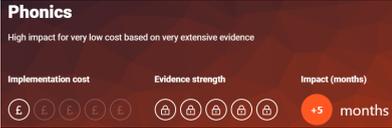
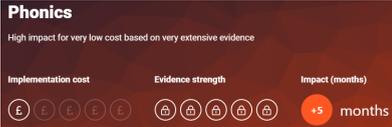
### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Music Specialist time to be used for class teachers in Yr4-6</p> <p>to be used for 1:1 pupil conferences providing targeted feedback for PP children</p>	<p>Class teachers know need of children in class &amp; are well placed to help children make progress</p> <p><a href="#">Teacher Feedback to improve Pupil Learning</a> EEF</p> <p><b>TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING</b> Guidance Report</p>  <p><b>One to one tuition</b> High impact for moderate cost based on moderate evidence</p> <p>Implementation cost Evidence strength Impact (months)</p> <p>£ £ £ £ £ £ £ £ £ £ +5 months</p> <p><a href="#">One to one tuition</a></p>	<p>1, 2, 3</p>
<p>VL evidence/impact cycles to improve QFT teaching</p> <p>focus in 2021-22 on teacher clarity &amp; effective feedback</p>	<p><a href="#">Systematic review of feedback</a> EPPI 2021</p>  <p><b>The impact of Feedback on student attainment: a systematic review</b> August 2021</p> <p><a href="https://visible-learning.org/">https://visible-learning.org/</a></p> <p><b>VISIBLE LEARNING</b> What works best for learning</p> <p>Visible Learning means an enhanced role for teachers as they become evaluators of their own teaching. According to John Hattie's Visible Learning and Teaching occurs when teachers see learning through the eyes of students and help them become their own teachers.</p>  <p><b>Collective Teacher Efficacy</b></p>	<p>1,2,3</p>
<p>Teachers supported in fulfilling their role effectively through release time to attend range of monitoring/review activities with SLT &amp; others</p>		<p>1,2,3</p>
<p>Recovery and Re-engagement Leads to deliver catchup programme for identified children with focus on Writing, Maths &amp; Reading</p>	<p>School Led Tutoring programme</p>	

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

Budgeted cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Years closing the gap between PP and non-PP children:	 <p><b>Oral language interventions</b> Very high impact for very low cost based on extensive evidence</p> <p>Implementation cost: £ (5 icons)    Evidence strength: (5 icons)    Impact (months): +6 months</p>	1, 2, 3
KS1 Close the gap between PP and non-PP in particular middle-attaining children: Coram Beanstalk Project	 <p><b>Phonics</b> High impact for very low cost based on very extensive evidence</p> <p>Implementation cost: £ (5 icons)    Evidence strength: (5 icons)    Impact (months): +5 months</p> <p><a href="#">Phonics programmes</a> EEF</p>	1, 2, 3
KS2 Phonics catch-up in Year 3 for children who did not meet ARE in phonics screening at end of Y2	 <p><b>Phonics</b> High impact for very low cost based on very extensive evidence</p> <p>Implementation cost: £ (5 icons)    Evidence strength: (5 icons)    Impact (months): +5 months</p> <p><a href="#">Phonics programmes</a> EEF</p>	1, 2, 3
KS2 Close the gap between PP and non-PP (in particular middle-attaining children) in Reading (& writing): Scholars Programme	<p><a href="https://thebrilliantclub.org/evaluation/programmes-evaluation/">https://thebrilliantclub.org/evaluation/programmes-evaluation/</a> (Cams Ac)</p>	1, 2, 3
Ongoing half termly Cbk loan to PP children to help remove barriers to learning including time for monitoring and evaluation of success of this action.	 <p><b>Homework</b> High impact for very low cost based on very limited evidence</p> <p>Implementation cost: £ (5 icons)    Evidence strength: (5 icons)    Impact (months): +5 months</p> <p><i>'surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits.'</i></p>	1, 2, 3

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

Budgeted cost: £ 65000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HLTA with focus on Behaviour &amp; Safeguarding including provision of release time for above actions (targeted academic support)</p>	 <p><a href="#">Behaviour interventions</a> EEF</p>	1,2,3,4,5
<p>Brilliant Makers weekly art club by invitation only for PP children</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p>  <p><a href="#">Arts Participation</a> EEF</p>	4,5
<p>Monitoring levels of parental engagement</p>		4,5
<p>Wellbeing Lead to work with identified children and families Recruiting Aut/Spr 21/22</p>		3,4,5
<p>Well Being Team TA delivering 1:1 and small group sessions with identified children</p>		3,4,5
<p>Boxall Profile wellbeing assessment tool</p>	<p>DfE <a href="#">Mental Health &amp; Behaviour in Schools DfE 2018</a></p> <p><i>“When schools suspect that a pupil is having mental health difficulties, they should not delay putting support in place, using the graduated response process :</i></p> <ul style="list-style-type: none"> <li><i>• an assessment to establish a clear analysis of the pupil’s needs;</i></li> </ul>	4

	<ul style="list-style-type: none"> <li>• a plan to set out how the pupil will be supported;</li> <li>• action to provide that support; and</li> <li>• regular reviews to assess the effectiveness of the provision and lead to changes where necessary.</li> </ul> <p><i>This can happen whilst the school is gathering the evidence, and the pupil's response to that support can help further identify their needs. Tools such as the Strengths and Difficulties Questionnaire (SDQ)<sup>22</sup> and the Boxall Profile<sup>23</sup> can support schools through this process."</i></p>	
In-school £50 Voucher scheme available for chn to participate fully in wider curriculum and extra-curricular experiences.	<i>Provides opportunity for increased child participation in school activities/visits &amp; clubs and parent involvement with decision making process.</i>	4,5
Provision for PP children to attend Y6 residential visit	<i>Provides opportunity for increased child participation in memorable school event supports with secondary transition</i>	4,5
Regular monitoring of vulnerable children's attendance, with half termly monitoring, Attendance procedures followed: LA letter/ meetings / LAAO intervention with relevant support offered e.g. breakfast club attendance Regular attendance at LA Attendance briefings	<a href="#"><u>The effects of breakfast on behavior and academic performance in children and adolescents. Adolphus, Lawson, Dye 2013</u></a>	1,2,3,4,5

## **Total budgeted cost: £ 85 000**

Remaining: approximately £6000 contingency for costs which occur during the year.

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

[PP Statement Review update November 2020](#)

### 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
Brilliant Club	Scholars Programme

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	





## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*