



REPORT

Pupil premium grant expenditure: report to governors

24-25

Breakfast club offer - EN Y4 summer term 25 = £272

NUMBER OF PUPILS AND PUPIL PREMIUM GRANT (PPG) RECEIVED 23-24	
Total number of pupils on roll	388 (at start of 24-25)
Total number of pupils eligible for PPG	70 children
Amount of PPG received per pupil	£1385 £2410 for LAC or PLAC
Total amount of PPG received	£ 97 260

PREVIOUS PERFORMANCE OF DISADVANTAGED PUPILS

(pupils eligible for free school meals, in local authority care for at least 6 months, or children of service personnel)

	Previous year 21-22	Previous year 22-23	Current Year 23-24
% of pupils making expected progress in English	<p>DfE Validated Data</p> <p>Reading</p> <p>All Pupils 86% National 75%</p> <p>Disadvantaged 63% National 80%</p> <p>Non-Disadv. 91% National 80%</p> <p>Writing</p> <p>All Pupils 69% National 69%</p> <p>Disadvantaged 38% National 75%</p> <p>Non-Disadv. 74% National 75%</p>	<p>KS2 Test</p> <p>Reading</p> <p>All Pupils 75.9%</p> <p>Disadvantaged 40% (10 Children)</p> <p>Non-Disadv. 83.0%</p> <p>Writing TA</p> <p>All Pupils 63.8%</p> <p>Disadvantaged 20% (10 children)</p> <p>Non-Disadv. 72.3%</p>	<p>Internal data (Target Tracker)</p> <p>KS2 Test scale score ≥ 100</p> <p>Reading</p> <p>All Pupils 74.5% (39 of 55 children)</p> <p>Pupil Premium 45.5% (5 of 11 children)</p> <p>Non-PP. 81.8% (34 of 44 children)</p> <p>Writing (TA EXP or GD)</p> <p>All Pupils 70.9% (39 children)</p> <p>PP 45.5% (5 of 11 children)</p> <p>Non-PP 61.8% (20 of 44 children)</p> <p>Writing SPAG Test scale score ≥ 100</p> <p>All Pupils 72.7% (39 children)</p> <p>PP 45.5% (5 of 11 children)</p> <p>Non-PP 79.5% (35 of 44 children)</p>
% of pupils making expected progress in Maths	<p>Maths</p> <p>All Pupils 88% National 71%</p> <p>Disadvantaged 50% National 78%</p> <p>Non-Disadv. 95% National 78%</p>	<p>Maths</p> <p>All Pupils 77.6%</p> <p>Disadvantaged 30.0%</p> <p>Non-Disadv. 87.2%</p>	<p>KS2 Test scale score ≥ 100</p> <p>Maths</p> <p>All Pupils 70.9% (39 of 55 children)</p> <p>Pupil Premium 45.5% (5 of 11 children)</p> <p>Non-PP. 77.3% (34 of 44 children)</p>

Progress scores Previous Year 2022-23 for children in receipt of PP

PROGRESS

Subject	Level	Morley Memorial Primary School (2107)	Local Authority - Cambridgeshire		National (State-funded schools)	
		Value	Value	Gap	Value	Gap
Reading	Avg. Prog. Score	0.99	-0.87	+1.86	-0.88	+1.87
	Conf. Int.	±4.11 -3.12 to +5.10	±0.29 -1.16 to -0.58	n/a	±0.03 -0.91 to -0.85	n/a
Writing	Avg. Prog. Score	-1.84	-1.93	+0.09	-0.69	-1.15
	Conf. Int.	±3.95 -5.79 to +2.11	±0.28 -2.21 to -1.65	n/a	±0.03 -0.72 to -0.66	n/a
Maths	Avg. Prog. Score	0.94	-1.68	+2.62	-1.06	+2.00
	Conf. Int.	±3.86 -2.92 to +4.80	±0.28 -1.96 to -1.40	n/a	±0.03 -1.09 to -1.03	n/a

In 2022-23 PP children made progress in Reading and Maths when compared with Local Authority and National progress data, but not in Writing.

Internal Progress data Summer 2022-Summer 2023 – comparing All children /children in receipt of PP and core/non core children in both groups

4+ Steps %	Reading	Writing	Maths	Average
All Pupils (may incl missing data)	82	79	82	81
Core Pupils	95	91	96	94
Non PP	82	80	84	82
Core Non PP	94	92	95	94
All PP	81	76	78	78
Core PP	92	87	89	89

Internal Progress data Summer 2023 - Summer 2024 (for comparison with above)

Percentage of children in Yrs 2-6 making 4 or more steps of progress from Sum 23 - Sum 24 (Target Tracker)

4+ steps %	Number of children	Reading	Writing	Maths	Av. across RWM
All Pupils <i>Includes missing data</i>	333	67.6	64.3	67.9	66.6
Core pupils	221	73.3	71.0	75.1	73.1
Non PP	262	66.4	65.3	67.2	66.3
Core Non PP	171	73.1	73.1	75.4	73.8
All PP	71	71.8	60.6	70.4	67.6
Core PP <i>71% of PP chn</i>	50	74	64	74	70.7

Internal progress measures (Target Tracker data based on Teacher Assessment, informed by NFER assessments in Reading and Maths) indicate:

- Core children in receipt of PP (not mid-phase admissions) made better progress than children in receipt of PP who joined at any point after Reception by 3-4 percentage points
- Progress of core children in receipt of PP is broadly in-line with progress of other core children in Reading and Maths
- Core children in receipt of PP made marginally better progress than core non-PP children in Reading
- Core children in receipt of PP made marginally less progress than core non-PP children in Maths
- All PP children made less progress than non-PP children in writing (although Core PP children made +4% than non-core PP)
- Progress for all children is down when compared to progress data for 2022-223
- Writing continues to be an area to focus on for all children.

Internal progress data in English and Maths  HRD/BM -data analysis Aut 24

The question was asked:

Did pupils who did not achieve ARE make good progress in Reading / Writing / Maths?

For PP children:

Reading

- Average progress for **all children** was 24.8 across KS2 and 6.8 in Y6.
- Average progress for **children eligible for PP** was 23.6 across KS2 and 6.8 in Y6.
- 5 of the 11 children eligible for PP achieved ARE
- Of the 11 ChEPP, 6 did not make ARE; 3 of those did not make good progress (less than 24 steps) - all with EHCP or Support Plan (21, 21 & 19 pts)
- Of the 6 ChEPP that did not make ARE for whom we have data 2 children made better than good progress, (26 and 27 pts)
- There is 1 child of the 6 ChEPP that did not make ARE for whom we have no progress data, they were a midphase admission in Dec Y6.

Writing

- Average progress for **all children** was 23.6 across KS2 and 6.9 in Y6.
- Average progress for children **eligible for PP** was 20 across KS2 and 6.7 in Y6
- 5 of the 11 children eligible for PP achieved ARE
- Of the 11 ChEPP, 6 did not make ARE; 4 of those did not make good progress (less than 24 steps) - all with EHCP or Support Plan (14, 9, 20, 17 pts)
- Of the 6 ChEPP that did not make ARE for whom we have data 1 children made good progress, (24 pts)
- There is 1 child of the 6 ChEPP that did not make ARE for whom we have no progress data, they were a midphase admission in Dec Y6.

Maths

- Average progress for **all children** was 24.7 across KS2 and 6.2 in Y6.
- Average progress for children **eligible for PP** was 24.3 across KS2 and 6.0 in Y6
- 5 of the 11 children eligible for PP achieved ARE
- Of the 11 ChEPP, 6 did not make ARE; 3 of those did not make good progress (less than 24 steps) - all with EHCP or Support Plan (22, 22, 23 pts)
- Of the 6 ChEPP that did not make ARE for whom we have data 2 children made better than good progress, (25 and 25 pts)
- There is 1 child of the 6 ChEPP that did not make ARE for whom we have no progress data, they were a midphase admission in Dec Y6.

Overall, SEN notwithstanding, children eligible for Pupil Premium make good progress in KS2 with their progress in line or not far behind that of their peers. This is particularly the case for core children and remains the case even though some of those making good progress do not meet Age Related Expectations at the end of Year 6.

SUMMARY OF PPG SPENDING

Objectives in spending PPG:

- 1** Improving attainment for disadvantaged children in English (reading and writing) as evidenced by end of KS2 data
- 2** PP children will show self-regulation and meta-cognition in that they will be able to articulate what they need to learn and why and what their next steps are to improve in English and Maths.
- 3** Improved progress for PP children in reading fluency in line with non-PP peers, according to individual starting points
- 4** 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
- 5** PP children's attendance will be in line with non-PP children and will be at or above 95%
- 6** PP children with specific behaviour needs will be participating in activities that support self-regulation, positive behaviour and will be better-placed to participate in learning activities as a result.

SUMMARY OF PPG SPENDING

Summary of spending and actions taken in 2023-24:

Ongoing projects funded:

Provision of specialist music teacher to facilitate teacher/pupil conferencing in KS2

TA with focus on reading with disadvantaged children (recruited Spring Term 23)

Reading Solutions - online Reading Plus programme

Scholars programme for children in Y5 (x12 children annually)

Nuffield Early Language Intervention EY & Y1

£ -in-school voucher

Financial assistance offered for additional activities (trips, events, Prem Sport)

Brilliant Makers club to promote participation

Support offered for individuals as needed -e.g. Breakfast club places, strategies to support attendance

New projects funded:

Weekly homework club started November 23

Increase of in-school voucher to £100 to acknowledge increases in costs of living

Re-establishment of PP Lead/Teacher meetings to focus teacher attention on PP provision- emphasis on listening, attention and engagement of children eligible for PP

Outcomes to date:**PP Pupil conferencing**

- Teachers clear on learning focus of their PP groups & individuals
- Main focus on Writing and Maths
- Teachers articulating need for challenge for higher attaining pupils in receipt of PP funding
- Children able to articulate impact additional support has had on their learning

Release time for Subject leads

- Subject leads completed all progression docs in their subjects
- Shared with year group teams at INSET June 24
- Start of focus on retrieval of core knowledge and best point within a unit for this to happen
- Impact - teachers better informed on core learning in a subject within their year group as evidenced in lesson reviews, structured conversations

TA with reading focus

- Recruitment issues led to re-deployment of TA to support with high needs in a year group (x10 children eligible for PP in that year group along with other needs)

Reading Plus

- Good take up of project in Year 4, 5 and 6 with GR slots used for delivery of programme regularly
- Outcomes for borderline children positive (Year 6 reading SATs and seen in progress made)
- Need to ensure good take up for Year 3 in 24-25 (teacher PD, access to devices etc)

Weekly Homework club for KS2

- Increased attendance on club days, increased submission rates of homework for target group
- Teachers reported that homework was completed on time by those who attended
- 57% of places offered to 47 children taken up - 27 children attended with generally high levels of attendance at the club (4 more children than in 22-23)
- Club remained supportive for those in Y6 in preparation for and during SATS with 67% take up in Year 6

Scholars Programme

- Wider experience of extended writing project with visit to university site - opening a door
- Opportunity for external feedback on individual writing
- Children reported enjoyment in the programme
- Teachers reported some improvements in writing - but not easily attributable solely to Scholars Programme

NELI

- Children with PP not identified as meeting thresholds for programme through screening process
- No TA capacity in EYs to deliver programme (recruitment and absence)

Brilliant Makers Club

- Children invited from EYs- Y6 with approx 60% take up

SUMMARY OF PPG SPENDING

- Higher take up in YR than in % (80% compared with 35%)
- Displayed work at whole school Open Evening in June for the first time

£100 in-school voucher

- 40% use of voucher
- Lower uptake than in previous years
- Not offering this in 24-25 but will maintain allocation for financial support for trips/visits etc

Financial Assistance for Year 6 residential

- 8 of 11 children's families were provided with financial assistance to attend
- 2 children did not attend - x1 did not want to go, x1 family holiday already booked (mid phase admission)
- 11 children in 24-25 to consider for possible financial assistance

Strategies to promote engagement and attendance - breakfast club places

- Places offered to 13 children from 10 families with the majority of places offered at Breakfast Club
- Breakfast Club places offered to siblings when on was trending hwk club to facilitate attendance at hwk club
- Some places also offered at ASC - usually for short term emergencies to children from 3 families, and to facilitate attendance at after school Premier Sport club (where parent unable to collect at 4:15)

Strategies for individual support

- Child provided with 1:1 supervision in order to support with extreme crisis behaviours

SUMMARY OF PPG SPENDING

Further actions 23-24:

Continue with those aspects of plan which are having a noticeable impact on learning and increasing engagement in school and breadth of 'cultural capital' for children:

- Pupil conferencing
- Release time for SLs -in 23-24 focus will be on retrieval practice
- Weekly Homework club for KS2
- Scholars Programme
- Reading Plus
- TA with reading focus
- Brilliant Makers
- £ in-school vouchers
- Financial assistance for Yr6 residential
- Individual support for vulnerable children as needed e.g. where attendance or behaviour is a particular support
- Re-establishment of PP Lead/Teacher meetings to focus teacher attention on provision for PP children - half termly

To research and consider for 24-25:

How best to allocate funds remaining after T&L support element allocated - what will actually work?

Efficacy of NELI in EYs & Y1 as having desired impact for PP children - are there better ways of meeting needs?

Impact of and capacity to deliver homework club

RECORD OF PPG SPENDING BY ITEM/PROJECT

Item/project	Cost	Objective	Outcome
Music Specialist time to be used for class teachers in Yr4-6	12 232 spent	To facilitate 1:1 pupil conferences providing targeted feedback for PP children	Teachers and children able to refer to impact on learning progress week-to-week Teacher focus has been on pre-teaching texts enabling greater access in Y5 & Y6 Individualised support - writing feedback; fluency in reading and maths
Release time to enable Subject Leads to attend range of monitoring/ review activities with SLT & others	8200 spent	Teachers supported in fulfilling their role as subject leaders effectively to improve clarity and progression in the curriculum and ensuring focus on core learning	Subject progression maps completed with teachers clearer of core knowledge to be taught across the curriculum Shared at INSET June 24 Focus has been on retrieval of core knowledge

RECORD OF PPG SPENDING BY ITEM/PROJECT

Recruit TA with focus on PP reading	23 200 spent	To increase PP reading regularity (& fluency) increasing engagement with and enjoyment of reading for PP (to include PD for new TA in line with EEF guidance)	Recruitment issues across TA team led to redeployment of TA to support high needs of individual children and within year group (10 children eligible for PP within that year group) <i>Note - Budget for 24-25 includes significant percentage for T&L support across the school - £70 000</i>
Reading Solutions online Reading Plus fluency programme for relevant KS2 PP children	5400 spent	To improve reading fluency of children KS2	Programme delivered in Year 6, 5 and 4 Increased fluency impacted on reading progress (see above) <i>Note - 24-25 improved take up Y3-6 Maintain in next PP Strategy Plan</i>
Scholar's Programme (Year 5)	3000 spent	Increase challenge for Y5 writers	12 children participate annually, including a visit to a university. Children reported enjoying the programme Some issues with children completing assignment - KB supported group Issues 23-24 with attendance of tutor (not controllable by school) Teachers reported some improvements in writing - but not easily attributable solely to Scholars Programme

RECORD OF PPG SPENDING BY ITEM/PROJECT

TA running weekly morning homework club by invitation for PP/ disadvantaged children	1500 spent	to support completion of home learning tasks in a calm & well-resourced environment	<p>57% of places offered to 47 children taken up - 27 children attended with generally high levels of attendance at the club (4 more children than in 22-23)</p> <p>Club remained supportive for those in Y6 in preparation for and during SATS with 67% take up in Year 6</p> <p>Attendance for some linked with offer of Breakfast club space for sibling when one in Hwk Club and other not (vice versa for other sibling)</p> <p>Teachers reported hwk completed</p> <p><i>Note - need to find adult to deliver this in 24-25 - considered generally good value although need to increase take up further</i></p>
Nuffield Early Language Intervention	TA time & PD	Improve vocabulary and support early language development with TAs working in Reception & Y1 to deliver the NELI programme to identified individual children	<p>Again (as in 22-23) - the screening for the programme did not identify children with PP funding as being suitable for the programme.</p> <p>Staffing issues in EYs TA team also meant that this programme was not delivered.</p> <p><i>Note -Suitability of this programme to be decided for 24-25 both in terms of appropriateness for cohort and capacity to deliver the programme</i></p>
Brilliant Makers weekly art club by invitation for PP/disadvantaged children	£500 materials not spent	To increase participation and access a rich and engaging creative curriculum, including being exposed to and participating in cultural, social, learning and sporting experiences	<p>PP children participated from EYs-Y6 in after school art club between December & July with approx 60% take up</p> <p><i>Note - budget not spent - discussed with teacher leading club - CE to spend in 24-25 - £250 to be allocated</i></p>

RECORD OF PPG SPENDING BY ITEM/PROJECT

In-school £100 voucher scheme	7000 allocated approx 1820 spent	Funds available for families to allocate to in-school costs, enabling children to participate fully in wider curriculum and extra-curricular experiences e.g. trips, swimming costs, bookbag, breakfast club, premier sport clubs etc	28 of the 71 children allocated made use of the allocated funds Costs covered were mainly for school trips. <i>Note: there is not the capacity to run a full voucher programme in 24-25 but some funds will be allocated for financial assistance</i> <i>Take up indicated that a full £7000 is not needed.</i>
Financial assistance provided for Year 6 residential	3000 allocated 1500 spent	As above	8 of 11 children's families were provided with financial assistance to attend 2 of 11 children in receipt of PP funding did not attend
Strategies to promote engagement and attendance Funding of breakfast club places	2000 allocated 1640 spent	to facilitate punctuality and increase attendance alongside other attendance monitoring procedures (letters, meetings etc)	Places offered to 13 children from 10 families with the majority of places offered at Breakfast Club Breakfast Club places offered to siblings when on was trending hwk club to facilitate attendance at hwk club <i>Note- impact in terms of positive relationships/engagement with families and potential impact of regular attendance not always measurable - but anecdotally this feels like a positive action to take.</i>
Behaviour incidents involving PP children logged and reviewed	Not yet costed	further actions taken according to need e.g. Lunch Club attendance, social skills small group interventions, Zones of Regulation with Wellbeing TA	x1 child provided with 1:1 supervision in order to support with extreme crisis behaviours Without this targeted support peers and adults would have been assaulted. <i>Note - this provision may not be needed in the same way in 24-25</i>

TOTAL PPG RECEIVED	£ 97 260
TOTAL PPG EXPENDITURE	67 800 planned 58, 492 spent

	25 500 TA support added (individual behavioural needs)
PPG REMAINING	13 268 Realistically - remaining funds were used in school for TA support