

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	Morningside Primary School
Number of pupils in school	477
Proportion (%) of pupil premium eligible pupils	49%
Academic years that our current pupil premium strategy plan covers	2019-22
Date this statement was published	18.11.21
Date on which it will be reviewed	June 2022
Statement authorised by	LAB / Governing Body
Pupil premium lead	Janet Taylor
Governor / Trustee lead	Jane Betsworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 278,415
Recovery premium funding allocation this academic year	£31,840
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£310,255
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Statement of intent

We ensure that teaching and learning opportunities at Morningside meet the needs of all of our pupils. We ensure 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.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We allocate the Pupil Premium funding to support any pupil or groups of pupils at Morningside who have legitimately been 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 mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

All our work funded through the pupil premium will be aimed at accelerating progress moving children to at least age-related expectations and ensuring access to a rich, broad and balanced curriculum.

Pupil Premium resources may also be used to target able children receiving the pupil premium grant to achieve end of year expectations, particularly at the end of key stages, thus further supporting their transition to the next phase in their education.

The Governors of the school will publish information on how they have used their Pupil Premium Grant to address the issue of narrowing the achievement gap, for socially disadvantaged pupils.

Challenges

Challenge number	Detail of challenge
1	Ensuring that the quality of teaching in all phases is excellent.
2	Ensuring that interventions are having a direct and sustained impact.
3	Ensuring that strategies to manage behaviour, attendance and punctuality are impacting well on vulnerable families.
4	Addressing the impact of COVID 19. The loss of direct teaching has had a significant impact on the academic attainment of pupils across school, particularly at higher standard.
5	Supporting parents of some of our disadvantaged pupils who lack the confidence to support their children with learning at home.
6	Organising specialist provision for pupils in receipt of the Pupil Premium Grant who have low self-confidence and difficulty in regulating their emotions as this acts as a barrier to their educational success.
7	Some of our disadvantaged pupils have limited opportunities for social, cultural or educational experiences beyond their immediate environment.

Intended outcomes

Intended outcome	Success criteria
Attainment of disadvantaged pupils is at least in line with and in many cases exceeds national averages	<ul style="list-style-type: none"> ▪ % of pupils reaching expected standard in comparison to other pupils nationally. Achievement of disadvantaged pupils across school in comparison to all pupils nationally. ▪ Progress of identified disadvantaged pupils reaching the higher standard because of intervention ▪ Phonics check data for disadvantaged pupils is above that of all pupils nationally. ▪ Multiplication tables check data for disadvantaged pupils is above that of all pupils nationally
Improved attendance Reduced persistent absence	<ul style="list-style-type: none"> ▪ Reduction in persistent absence for PPG group ▪ Attendance data analysis at half-termly pastoral meetings shows figures for disadvantaged pupils above 96%
Emotional wellbeing being of pupils in receipt of the pupil premium grant is supported using in-school therapeutic services	<ul style="list-style-type: none"> ▪ Good progress for target groups in R,W,M. ▪ S&L therapy reports indicate impact. ▪ Therapy reports indicate impact. ▪ Feedback reports from ELSA measuring intervention and impact.
To address the gap in cultural capital through enrichment experiences to enable structured opportunities to develop knowledge, language, and communication.	<ul style="list-style-type: none"> ▪ Experiences and visitors planned for all pupils across the year ▪ Provision of a wide range of extra-curricular activities accessed by disadvantaged pupils at subsidised cost/free to allow children to participate in experiences that are not provided within the home environment
To ensure high degree of engagement and opportunity for parents through workshops, enrichment and school oracy/social projects.	<ul style="list-style-type: none"> ▪ Parental engagement activities are strategically planned and numbers / feedback demonstrate sustained access.

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

Budgeted cost: £157,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development opportunities including coaching for all leaders	<p>Supporting the Attainment of Disadvantaged Pupils identifies high quality teaching as a key aspect of successful schools. DFE, 2015. “Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend.”</p> <p>(Sutton Trust Report 2011)</p> <p>Coaching for teaching and learning: a practical guide for schools identifies that teachers' learning and development underpins school improvement and provides a vehicle for raising achievement and attainment. When teachers' learning is based on their genuine assessment and understanding of pupils' learning they can start to make adaptations to their practice which can lead to real differences in outcomes.</p> <p>(National College, 2010).</p>	1,4,6
Daily reading interventions that lead to rapid progress	<p>Small group tuition has an impact by providing additional support that is targeted at pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils. The EEF report that this can have an impact of 4 months across a year, (EEF 2021).</p>	1,2,4,6
A language rich environment and improved oracy	<p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning, (EEF 2021). Within the school context, the specific investment of an additional teaching assistant to deliver speech and language intervention is in place to ensure capacity, consistency in provision and rapid progress for pupils identified with need</p>	1,4,6,5,7
All staff trained in whole school approach to phonics	<p>“Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend.”</p> <p>(Sutton Trust Report 2011)</p>	1,4,6

Whole school approach to reading for pleasure	Book accessibility is imperative for developing positive reading habits and engagement in reading for pleasure (DFE, 2012). Limitation of vocabulary knowledge is a predictor of achievement which is often linked to socio-economic status. A word gap study suggested that pupils growing up in poverty hear about 30 million fewer words in a conversation by age 3 than those from more privileged backgrounds and that the lack of exposure to words and books has an impact on both their literacy and numeracy attainment, (OUP, 2018).	1,2,4,5,6
Interventions improve writing skills for targeted pupils	Small group tuition has an impact by providing additional support that is targeted at pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils. The EEF report that this can have an impact of 4 months across a year, (EEF 2021).	2,4,6,7
Professional development to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy	See above	2,4,6,7
Homework clubs for targeted disadvantaged pupils	Digital technology can add up to +4 months progress (EEF, 2019). Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.	2,4,5,6,7

Targeted academic support

Budgeted cost: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring programme	Small group tuition has an impact by providing additional support that is targeted at pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils. The EEF report that this can have an impact of 4 months across a year, (EEF 2021).	1,2,4,6

<p>Targeted interventions in core subjects are taught by well trained staff, based on current evidence of success and are rigorously and regularly monitored and evaluated</p>	<p>See above</p>	<p>1,2,4,6</p>
<p>Language teaching develops breadth (vocabulary size) and depth (understanding and use in context)</p> <p>Voice 21 Project: CPD for all staff</p> <p>Professional network to support with developing oracy at Morningside</p>	<p>A word gap study suggested that pupils growing up in poverty hear about 30 million fewer words in a conversation by age 3 than those from more privileged backgrounds and that the lack of exposure to words and books has an impact on both their literacy and numeracy attainment, (OUP, 2018).</p>	<p>1,2,4,5,6</p>

Wider strategies

Budgeted cost: £68,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Therapeutic services and places at after school clubs to support vulnerable pupils with their emotional well-being and to reduce exclusions</p>	<p>Planning to get the most from any extra time is important. It should meet pupils' needs and build on their capabilities. Where additional time is voluntary, it is important to monitor attendance to ensure pupils who need additional support can benefit. Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision (EEF, 2021).</p>	<p>2,4,5,6,7</p>
<p>Enrichment activities and pastoral support. Hackney Pirates, Debate Mate and</p>	<p>The EEF, consider evidence based research unpicking the 'enriching' of education and the intrinsic benefits to ensure all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p>	<p>2,4,5,6,7</p>

subsidised before and after school clubs for disadvantaged pupils		
Parent workshops and drop-ins	The security of the evidence around parental engagement is high. The key mechanism for parental engagement strategies is improving the quality and quantity of learning that takes place in the home learning environment (EEF, 2021).	4,5,7

Total budgeted cost: £ 310,000

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.

ACADEMIC YEAR			
Quality of teaching for all			
Action	Intended outcome	Evidence	Review (June 2021)
Intervention teacher - Senior leaders and class teachers identify children through the Fundamentals checks and organise intervention groups in reading, writing, maths and phonics. Groups are reviewed every 8 weeks	Raised attainment	Evidence from experience enables us to use high quality teaching that it matched to pupil needs	Rigorous monitoring of groups has taken place. Small group and individual tutoring during lockdown enabled the most vulnerable pupils to engage. Intervention groups were monitored every 8 weeks
Develop and reinforce skills in reading and maths	Raised attainment	Evidence from experience enables us to use high quality teaching that it matched to pupil needs	Teachers reported that the excellent CPD opportunities during both lockdown periods enabled them to develop their pedagogy. The quality of teaching observed since the wider opening has been consistently good or better.
Total budgeted cost:			£40,500
Targeted support			
Action	Intended outcome	Evidence	Review (June 2021)
Small group intervention with specialist teacher/ SLT member	Improve writing for targeted pupils	Evidence from experience enables us to use high quality teaching that it matched to pupil needs	Rigorous monitoring of groups has taken place. Small group and individual tutoring during lockdown enabled the most vulnerable pupils to engage. Evidence in books and from assessments taken since the wider re-opening demonstrates the positive impact of the writing interventions.

Attendance Officer to work with pastoral team to support families	Improve the % attendance in all year groups Reduce persistent absence	Good use of data-evidence demonstrates that pupils with poor attendance make slower progress	Data is not consistent due to COVID-19 closures. Pastoral team shifted focus onto ensuring that all disadvantaged pupils were safe and had access to a device and connectivity. They were 100% successful in this.
Subsidised breakfast club places	Ensuring children are ready to learn	Addressing the needs of individual pupils	Attendance at Breakfast Club for the most disadvantaged pupils has been available since the wider re-opening. Those who did not wish their child to attend are given weekly breakfast food to take home
Music tuition during and after school	Equality of access	Addressing the needs of individual pupils	Music tuition at school was paused during the COVID-19 crisis
Total budgeted cost:			£48,500
Other approaches			
Action	Intended outcome	Evidence	Review (June 2021)
Additional TA in EYFS with focus on reading 16 UKS2 pupils to attend Hackney Pirates	Accelerate reading progress	Emphasis on the achievement of all pupils. Reading is key to accessing the whole curriculum and is a focus on the school development plan	Hackney Pirates continued online throughout the pandemic and assessments done after the wider re-opening demonstrate that pupils attending this provision have made good progress with their reading.
After school “booster” sessions ¹¹ E-homework club (weekly) to ensure year 6 pupils can complete revision	Raising attainment	Addressing individual needs – many pupils do not have internet access at home Evidence of impact from previous academic year	This provision was replaced with devices and connectivity organized at home and work set by the Deputy Head on Google Classroom. The impact has been positive.

Trips and outings subsidy to ensure equality of access to enrichment activities – paused in September 2020 due to COVID-19 restrictions	To support emotional wellbeing and reduce exclusions	Addressing individual needs	
<p>Daily 1:1 reading with trained member of staff for all pupils who are reading below the expected level for their year group</p> <p>More able pupils in Y2 and Y6 to have additional reading experiences</p> <p>Additional speech and language resources bought in to support early interventions</p>	To raise attainment and accelerate progress in reading	Accelerate reading progress	<p>Reading is key to accessing the whole curriculum and is a focus on the school development plan</p> <p>Reading Champion and SLT have monitored interventions and ensured that disadvantaged pupils had good access to high quality reading materials and small group or 1:1 provision both remotely during lockdown and at school.</p>
<p>Pastoral manager role funded to support pupils and families</p> <p>Specialist SEN Sports provider to work with pupils at risk of exclusion- 2 x weekly sessions</p> <p>Therapy service to support vulnerable pupils (half day per week)</p> <p>Re-engagement unit support from local authority to work with families, teachers and inclusion team to support pupils at risk of exclusion</p>	To support emotional wellbeing and reduce exclusions	Addressing individual needs	<p>Families reported in the annual survey (April 2021) that they felt very well supported by the school</p> <p>Staff report that the advice and support offered by the re-engagement unit has benefited the pupils greatly. There have been no fixed term or permanent exclusions and incidences of poor behaviour are rare.</p> <p>SEN sports interventions have begun to tackle identified issues with pupil health and wellbeing</p>
Total budgeted cost:			£167,500