

## Morningside Pupil Premium Strategy 2022-2025

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	446
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers	2023-2025
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Sian Davies
Pupil premium lead	Janet Taylor
Governor / Trustee lead	Jane Betsworth

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£306,085
Recovery premium funding allocation this academic year	£32,045
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<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>	
<b>Total budget for this academic year</b> <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>	£370,175

## Part A: Pupil premium strategy plan

### Statement of intent

At Morningside we ensure that teaching and learning opportunities 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. We recognise that barriers to achievement take a variety of forms and look for individual ways to support each child.

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 any one time.

All of 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

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

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	Supporting parents of some of our disadvantaged pupils who lack the confidence to support their children with learning.
5	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.

6	Some of our disadvantaged pupils have limited opportunities for social, cultural or educational experiences beyond their immediate environment.
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## 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
Attainment of disadvantaged pupils is at least in line with and in many cases exceeds national averages	<ul style="list-style-type: none"> <li>▪ % of pupils reaching expected standard in comparison to other pupils nationally.</li> <li>▪ Achievement of disadvantaged pupils across school in comparison to all pupils nationally.</li> <li>▪ Progress of identified disadvantaged pupils reaching the higher standard because of intervention</li> <li>▪ Phonics check data for disadvantaged pupils is above that of all pupils nationally.</li> <li>▪ Multiplication tables check data for disadvantaged pupils is above that of all pupils nationally</li> </ul>
Improved attendance Reduced persistent absence	<ul style="list-style-type: none"> <li>▪ Reduction in persistent absence for PPG group</li> <li>▪ Attendance data analysis at half-termly pastoral meetings shows figures for disadvantaged pupils above 96%</li> </ul>
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"> <li>▪ Good progress for target groups in R,W,M</li> <li>▪ S&amp;L therapy reports indicate impact</li> <li>▪ Therapy reports indicate impact</li> <li>▪ Feedback reports from ELSA measuring intervention and impact</li> </ul>
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"> <li>▪ Experiences and visitors planned for all pupils across the year</li> <li>▪ Provision of a wide range of extra-curricular activities accessed by disadvantaged pupils at subsidised cost/free to allow children to participate experiences that are not provided within the home environment</li> </ul>
To ensure high degree of engagement and opportunity for parents through workshops, enrichment and school oracy/social projects.	<ul style="list-style-type: none"> <li>• Parental engagement activities are strategically planned and numbers / feedback demonstrate sustained access</li> </ul>

## 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: £160,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development opportunities including coaching for all leaders	<p><a href="#">Supporting the Attainment of Disadvantaged Pupils</a> identifies high quality teaching as a key aspect of successful schools. DFE, 2015.</p> <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> <p><a href="#">Coaching for teaching and learning: a practical guide for schools</a> 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. (National College, 2010).</p>	1 2 5
Daily reading interventions that lead to rapid progress	<p><a href="#">Small group tuition</a> 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
A language rich environment and improved oracy	<p><a href="#">Communication and language approaches</a> 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</p>	1 2 5

	and rapid progress for pupils identified with need	
All staff trained in whole school approach to phonics	“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.” (Sutton Trust Report 2011)	1 2
Whole school approach to reading for pleasure	Book accessibility is imperative for developing positive reading habits and engagement in <a href="#">reading for pleasure</a> (DFE, 2012). Limitation of vocabulary knowledge is a predictor of achievement which is often linked to socio-economic status. A <a href="#">word gap</a> 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
Interventions improve writing skills for targeted pupils	<a href="#">Small group tuition</a> 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
Professional development to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy	See above	1 2
Homework clubs for targeted disadvantaged pupils	<a href="#">Digital technology</a> 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.	5

## Targeted academic support

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring programme	<p><a href="#">Small group tuition</a> 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>	2 4 5
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	See above	2
Language teaching develops breadth (vocabulary size) and depth (understanding and use in context) Voice 21 Project: CPD for all staff  Professional network to support with developing oracy at Morningside	<p>A <a href="#">word gap</a> 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>	1 2 4

## Wider strategies

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapeutic services and places at after school clubs to support vulnerable pupils with their emotional well-being and to reduce exclusions	<p>Planning to get the most from any <a href="#">extra time</a> 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>	3 4 5 6
Enrichment activities and pastoral support. Debate Mate and subsidised before and after school clubs for disadvantaged pupils	<p>The EEF, consider evidence based research unpicking the '<a href="#">enriching' of education</a> and the intrinsic benefits to ensure all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p>	4 5 6
Parental engagement strategy in place	<p>The security of the evidence around <a href="#">parental engagement</a> 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).</p>	4

**Total budgeted cost: £310,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

	Morningside pupils eligible for PPG	National average for ALL pupils
	% achieving the expected standard or above	% achieving the expected standard or above
<b>Reading, writing and maths</b>	66.7%	59%
<b>Reading</b>	75.7%	74%
<b>Writing</b>	72.2%	69%
<b>Maths</b>	70.3%	71%

#### Teaching

In 2022, attainment of disadvantaged key stage 2 pupils at Morningside in all subjects was in line with or above the national average for all pupils.

Disadvantaged pupils at Morningside have performed better than their peers nationally in reading, writing and maths at Key Stage two for the last five years (excluding 2019 and 2020 when no reportable data was available.)

During the 2021-22 academic year our strategic approach to CPD and professional learning has ensured a teaching profile that is good or better in all phases of the school. Two Early Career teachers have met the standards. Leaders in all areas have had additional release time that has enabled them to support professional development through coaching and mentoring.

#### Targeted Support

Evidence from experience enabled us to use high quality teaching that was well matched to pupil needs in our interventions. Rigorous monitoring of groups has taken place. Small group and individual tutoring has typically ensured that children make expected progress in core subjects.

The children who took part in the National Tutoring programme for maths made better than expected progress in year 6.

Reading is key to accessing the whole curriculum and is a focus on the school development plan along with oracy and vocabulary development.

The Morningside 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 where necessary. Parents have been supported with texts sent home, workshops to

support reading together at home and phonics sessions. All family members are invited into school each Friday for reading focused activities.

Evidence in books and from assessments demonstrates the positive impact of the small group writing interventions that took place as part of school-led tutoring.

### **Wider Strategies**

Families reported in the annual survey (April 2022) that they felt very well supported by the school. Family events are very well attended.

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.

SEN sports interventions have begun to tackle identified issues with pupil health and wellbeing issues. A wide range of clubs and enrichment activities have been targeted towards vulnerable pupils. Enrichment sessions such as debating and Forest School have been available to disadvantaged pupils and the result has been improved use of vocabulary and increased confidence.