

Pupil Premium Strategy Statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Morley Memorial Primary School
Number of pupils in school	385
Proportion (%) of pupil premium eligible pupils	70 children
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 Current year 2023-24 2024-25
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	N Brown
Pupil premium lead	K Kowalska
Governor leads	R Kershner & H Toulmin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 97 260
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 97 260

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.

The focus of our Pupil Premium Strategy is to support disadvantaged children to achieve these aims, including progress for those who are already high attainers. We will consider the varied challenges faced by vulnerable children, such as those who have a social worker and young carers. Our Pupil Premium Strategy Plan is linked to our School Development Plan.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our current Pupil Premium Strategy intends to achieve the following outcomes:

- 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.

Our Pupil Premium Strategy Plan also links with our School Development Plan priorities:

- 1** To continue to improve the teaching and assessment of writing

- 2 Further refine the scope and sequence of the curriculum from EYFS to Year 6 with a particular focus on foundation subjects, identifying key themes or concepts connecting units
- 3 Refine long and medium term planning to ensure core knowledge and skills which children should acquire in each year group are clear and consistent across all subjects
- 4 Reintroduce opportunities for pupils to play an active role in school life and make a positive contribution to the community.
- 5 Develop and implement the universal aspect of a whole school approach to wellbeing
- 6 Provide appropriate professional development and opportunities for collaboration to further develop leadership capacity, particularly curriculum leadership

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 Teaching Curriculum	Internal monitoring including lesson observations, subject leader SEFs and discussion with children has indicated that further work on curriculum is necessary (six colleagues are new to subject leadership with three other colleagues with subjects new to them). Greater clarity of core content and sequencing of learning is needed to support the learning of PP (and non-PP) children. Linked with SDP Priorities 2 & 3
2 Targeted academic support Teacher clarity & feedback	External research, internal assessments, observations, and discussions with children indicate that PP children benefit from clear and timely teacher feedback. Teachers need non-contact time to carry out 1:1 or small group sessions with PP children to provide feedback and target individual learning needs and misconceptions to help prevent cumulative dysfunction Evidence from internal monitoring (lesson observations, discussions with children) 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. <i>EEF Guidance Report 2018: Meta-Cognition and Self-Regulated Learning</i>

	<p><i>'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>Linked with SDP Priority 1</p>
<p>3 Teaching/ Targeted academic support</p> <p>Reading Fluency</p>	<p>Internal monitoring of reading shows that PP children report that they do not read regularly at home, that their RR books are less likely to be in school, or to have reading with an adult recorded.</p> <p>Internal and external assessments indicate that PP children are significantly below non-PP children in writing and reading.</p> <p>2022 KS2 outcomes for reading showed that PP children all had low prior attainment at end of KS1 and did not achieve the expected standard for reading at the end of KS2 (4 children).</p> <p>Internal Sum 2022 data showed 61% of PP children Yrs 1-6 are below ARE in Reading compared with 31% of non-PP children.</p>
<p>4 Participation & Engagement</p> <p>Wider strategies</p>	<p>Internal monitoring suggests that 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&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> <p>Linked with SDP Priority 4</p>
<p>5 Attendance</p> <p>Wider strategies</p>	<p>Internal monitoring of attendance data indicates that the attendance of PP children is below that of non-PP children</p> <p>2021-22 PP child attendance 92% compared with 96% non-PP children PP child unauthorised absence 2.5% compared with 0.6% non-PP children</p>
<p>6 Wellbeing & Positive Behaviour</p> <p>Wider Strategies</p>	<p>Internal Behaviour Log data shows that a number of PP children make up a significant percentage of those children with 3 or more entries in class Behaviour Logs. While this has decreased from 2020-21, this figure remains significant.</p> <p>2020-21 School average 26% of behaviour incidents logged were PP children PP children constituted 52% of those 3 or more entries</p>

	<p>2021-22 School average 23% of behaviour incidents logged were PP children PP children constituted 38% of those 3 or more entries.</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>Linked with SDP Priority 5</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.

Challenge	Intended outcome	Success criteria
1 Curriculum	Improved attainment for disadvantaged children in English (reading and writing) as evidenced by end of KS2 data	<p>Curriculum plans will show greater clarity and improved sequencing of core learning as evidenced by internal target tracker data.</p> <p>Internal monitoring, lesson observations and discussions with children will show that teachers are planning and delivering well-structured units of work which build on prior learning leading to improved outcomes for children.</p> <p>End of KS achievement for children eligible for PP is at least in line with national expectations:</p> <p>EYFS - GLD KS1 Phonics KS1 Reading KS1 Writing KS2 Reading KS2 Writing</p>
2 Curriculum / Teacher Clarity	PP children will be supported in learning and memorising core knowledge for a topic or subject area.	Internal monitoring, lesson observations and discussions with PP children will show that children are clear about what they need to know and remember in a unit of work

		<p>Teachers will have had time to review planning for a topic, identify core substantive knowledge and share this with children. For example, through non-contact time for shared Year group planning (termly) or subject lead's provision maps for year groups.</p> <p>Where appropriate, and inline with subject development, teachers will be providing knowledge organisers where this is deemed to be an effective method of supporting the learning and memorisation of core knowledge.</p> <p>Teachers will also have met with PP Lead to share progress and good practice.</p>
3 Teacher clarity and feedback	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.	<p>Internal monitoring, lesson observations and discussions with PP children will show that children can articulate what they are learning and why, and what their next steps are.</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>EEF Metacognition & Self-Regulation Evidence Review May 2020</p>
4 Reading Fluency	Improved progress for PP children in reading fluency in line with non-PP peers, according to individual starting points	Reading fluency of PP children in Years 3-6 will have improved so that those children are better able to access the curriculum and 80% of PP children in KS2 in 24-25 have at least meet age related expectations in reading
5 Participation and Engagement	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>Internal monitoring and discussion with PP children and families will show that all PP children will have had the opportunity to participate in at least one of the following:</p> <ul style="list-style-type: none"> ● Trips or visits linked with year group curriculum topics ● Forest School sessions ● Brilliant Makers Club (Arts) ● Premier Sport activity club ● Scholars Programme (Yr5) ● Residential (Yr6) <p>Individual children may also access Breakfast Club / After School Club according to individual need</p>
6 Attendance	PP children's attendance will be in line with non-PP children and will be at or above 95%	Internal monitoring of attendance data will show that overall attendance, unauthorised absence and late arrivals for PP children will be in line with that of non-PP children.

7 Wellbeing & Behaviour	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.	Behaviour log entries for PP children will be in proportion to their percentage of the number on roll (17 %) PP children where social or emotional challenges are identified as a barrier to learning will have access to support from the Wellbeing Team and/or further specialist support according to need.
-------------------------	---	---

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)

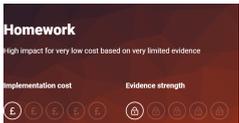
Budgeted cost: £ 37 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music Specialist time to be used for class teachers in Yr4-6 to be used for 1:1 pupil conferences providing targeted feedback for PP children	<p>Class teachers know need of children in class & are well placed to help children make progress</p> <p>Systematic review of feedback EPPI 2021</p>  <p>Teacher Feedback to improve Pupil Learning EEF</p> <p>TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING Guidance Report</p> <p>Feedback EEF</p>	2, (1)
Teachers supported in fulfilling their role Subject leader roles effectively through release time to attend range of monitoring/ review activities with SLT & others	<p>https://visible-learning.org/</p> 	1
Teachers will have release time and be supported in providing clarity for children: what do they need to know and remember in a unit of work	<p>https://visible-learning.org/</p> 	1

Recruit TA with focus on PP reading regularity (& fluency) increasing engagement with and enjoyment of reading for PP (to include PD for new TA in line with EEF guidance)	Teaching Assistant Interventions EEF 	2
--	--	---

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

Budgeted cost: £ 18 700

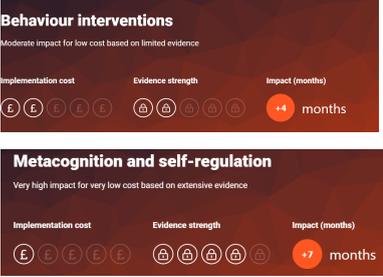
Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Solutions Implementation of online Reading Plus fluency programme for relevant KS2 PP children	Reading Plus efficacy study in partnership with Derby Research School  Improving Literacy in Key Stage 2 EEF 	3
Refresh and renew Project X texts for reading intervention supplementing existing resources with books for children to read in class while participating in programme	Oxford Owl Efficacy report An independently analysed research trial of Project X CODE	3
Weekly morning homework club by invitation for PP/ disadvantaged children	Homework EEF  <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>	3
Scholar's Programme (Year 5) with PP and border line disadvantaged children identified and invited to attend	Programmes Evaluation - The Brilliant Club	3, 4

		
Nuffield Early Language Intervention PD for TAs working in Reception & Y1 to deliver the NELI programme to identified individual children	Nuffield Early Language Intervention EEF 	1

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

Budgeted cost: £ 13550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Brilliant Makers weekly art club by invitation for PP/disadvantaged children	<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>Arts Participation EEF</p>	4,6
In-school £100 voucher scheme available for children to participate fully in wider curriculum and extra-curricular experiences.	<i>Provides opportunity for increased child participation in school activities/visits & clubs and parent involvement with decision making process.</i>	4, 6
Financial 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
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	The effects of breakfast on behaviour and academic performance in children and adolescents. Adolphus, Lawson, Dye 2013	1-6
Behaviour incidents involving PP children logged and reviewed with	Behaviour interventions EEF	6

<p>further actions according to need e.g. Lunch Club attendance, social skills small group interventions, Zones of Regulation with Wellbeing TA</p>		
<p>Music Therapy for key individuals 1:1 and/or in a small group according to need</p>	<p>Behaviour interventions EEF</p>  <p>EEF Guidance Report Social and Emotional Learning</p> 	<p>6</p>

Total budgeted cost: £ 70 300

Remaining: £26 960

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 2021 to 2022 academic year.

Internal monitoring indicates that academic outcomes for PP children remain below those of non-PP children.

End KS2 compared with Local Authority

Subject	Morley		LA	
	Non FSM %	FSM %	LA nonFSM %	LA FSM %
R, W, M combined	68.8	20 (1 child)	63	35.3
R, W, M combined GD	12.5	0	8.8	2.2
Reading ≥ EXP	87.5	60% (3 children)	79.5	57.3
Reading GD	56	0	32.6	13.5
Writing ≥ EXP	70.8	20	71.4	45.5
Writing GD	25	0	14.8	4.4
Maths ≥ EXP	93.8	40	77.2	50.1
Maths GD	39.6	0	27.6	7.8

Our FSM children perform significantly below non FSM children in school and in LA

Internal data indicates that there is more of a gap in attainment between PP children and non-PP children in English than Maths.

Internal PP (66 children) / non-PP (265 children) comparison (excluding YrR & Y1)

	Below			On Track			Higher		
	PP	PP & SEN	non-P P	PP	PP & SEN	non-P P	PP	PP & SEN	non-P P
Reading	25 39.7%	15 60%	53 20.7%	30 47.6%	5 16.6%	118 46.1%	8 12.7%	0	85 33.2%

Writing	39 61.9%	19 48.7%	81 31.6%	19 30.2%	1 5.2%	140 54.7%	5 7.9%	0	35 13.7%
Maths	31 49.2%	16 51%	46 18%	25 39.7%	4 16%	126 49.2%	7 11.1	0	84 32.8%

Approximately double the number of PP children below at Reading & Writing than non-PP children, & more than double below at Maths.

Attainment in English for PP children needs to improve.

Approximately half of PP children below at RWM also on SEN register

Of those PP children below without SEN, most also have other contextual issues - safeguarding, wellbeing concerns, known family issues, lower attendance etc.

Contextual issues continue to be a barrier to learning.

Internal monitoring of attendance data indicates that the attendance of PP children is below that of non-PP children

2021-22

PP child attendance 92% compared with 96% non-PP children

PP child unauthorised absence 2.5% compared with 0.6% non-PP children

Attendance remains an issue for a number of PP children.

Internal Behaviour Log data shows that a number of PP children make up a significant percentage of those children with 3 or more entries in class

2021-22

School average **23%** of behaviour incidents logged were PP children

PP children constituted **38%** of those 3 or more entries.

Self-regulation and social and emotional issues remain a barrier to learning for some PP children.

Internal monitoring of in-school PP token spend has increased indicating that children are more likely to access wider curriculum events and enrichment activities

29% of children made use of PP token in 2019-2020 compared with **48%** in 2021-22

This could be further increased.

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

Reading Plus	Reading Solutions
Project X	Oxford Reading

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.