

Pupil premium strategy statement (primary) **IMPACT STATEMENT – JULY 2017**

1. Summary information					
School	Morley CE VA Primary School				
Academic Year	2016/17	Total PP budget	£34,740	Date of most recent PP Review	12.16
Total number of pupils	134	Number of pupils eligible for PP	25	Date for next internal review of this strategy	12.17

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
KS2 Reading (1 pupil)	100%	71%
KS2 Writing (1 pupil)	0%	79%
KS2 Maths (1 pupil)	0%	75%
KS1 Reading (0 pupils)	-	78%
KS1 Writing (0 pupils)	-	70%
KS1 Maths (0 pupils)	-	77%
Y1 Phonics (4 pupils)	75%	70%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor oral language skills
B.	Poor self-motivation and independence
C.	Lack of opportunities for reading and sharing of stories and poems
D.	None of our disadvantaged children achieved 'greater depth' at the end of KS2
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

E.		
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	<p>KS1 pupils can discuss their learning; sing songs and recite poems and stories</p> <p>Measures: Can they use target language in an oral context?</p> <p>Can they repeat the words of a song or poem independently?</p>	<p>Talk to staff and each other about their interests and learning in Show and Tell; Circle Time and one to one.</p> <p>Recite stories, songs and poetry in small groups, class groups and assemblies</p>
A.	<p>Outcome July 2017:</p> <p>The use of support staff to provide small group and one to one interventions and nurture support has shown significant impact (refer to intervention records in the Red Files). Class teachers are reporting that pupils are increasing in confidence with their learning and showing improved language and problem solving skills. Targeted pupils have increased their vocabularies including asking and answering questions; sharing poems and songs; describing objects and feelings and taking part in learning cafes and special assemblies.</p> <p>Ipads have not been fully utilised – this is something to be considered for future planning (Talking Tins have made a significant difference at Tacolneston).</p> <p>The use of PP mentors has given us further opportunities to hear the pupils’ voice and pupils have been able to talk about their learning and their particular interests with their mentor on a regular basis. This has also informed our planning for use of the PP.</p>	

<p>B.</p>	<p>KS1 pupils can initiate their own learning</p> <p>Measures: Can they ask questions relating to their learning goals/targets? Do they suggest ideas for their play/learning?</p> <p>KS1 pupils communicate their understanding of the world through writing</p> <p>Measures: Are they achieving the key writing targets for their age-group?</p>	<p>Pupils are actively engaged with their learning eg. they create games, pictures, stories, 3D models etc.</p> <p>All KS1 pupils meet the expected standard in writing at the end of Year 2</p>
<p>B.</p>	<p>Outcome July 2017:</p> <p>All PP pupils have shown the ability to ask questions relating to their learning goals/targets and they are able to suggest ideas for their play/learning (Refer to Red Folders for intervention records). The use of free flow and creative/real contexts for learning has been a positive aid to pupils' growth in independence. They have also benefitted from the various opportunities to socialise with older pupils through the Buddy system; House system and the mixed-age lunch tables.</p> <p>At present, of the 8 KS1 pupils, only 2 are at ARE for writing. These pupils have recognised specific learning difficulties and interventions will be carefully planned and targeted for the coming academic year.</p>	
<p>C.</p>	<p>KS1 pupils are enthusiastic readers and users of reading resources</p> <p>Measures: Are they achieving the key reading targets for their age-group?</p>	<p>All pupils pass Y1 phonics check</p> <p>Pupils can talk about their reading with understanding</p> <p>All KS1 pupils meet the expected standard in reading at the end of Year 2</p>

<p>C.</p>	<p>Outcome July 2017:</p> <p>Visits to the school library on a regular basis and reading activities in class have proved successful in engaging pupils and they talk enthusiastically about their reading. Book Week activities; visiting authors and visiting performers have given opportunities for pupils to engage in and enjoy reading activities. Year 6 pupils have been running a Library Club at lunch-times and have organised reading competitions which a small number of children have taken part in. In future, we need to highlight these pupil led activities to a greater degree in order to increase uptake in participation.</p> <p>Phonics Check: Only 2 Y2 PP pupils sat this test and they did not pass due to SpLD</p> <p>KS1 Reading SAT: We had 5 Y2 pupils, 2 of whom have SpLD and didn't achieve ARE. The remaining 3 were TA'd at ARE but scored just below 100 in the SAT test. Each of these pupils had a VA score of +1.</p>		
<p>D.</p>	<table border="1"> <tr> <td data-bbox="219 603 1482 810"> <p>More-able disadvantaged children achieve 'greater depth' at the end of KS1 and KS2</p> <p>Measures: Are they exceeding the targets for their age-group half-termly, termly and yearly?</p> </td> <td data-bbox="1482 603 2163 810"> <p>More-able disadvantaged pupils achieve the 'higher scores' in end-of-KS SATs</p> </td> </tr> </table>	<p>More-able disadvantaged children achieve 'greater depth' at the end of KS1 and KS2</p> <p>Measures: Are they exceeding the targets for their age-group half-termly, termly and yearly?</p>	<p>More-able disadvantaged pupils achieve the 'higher scores' in end-of-KS SATs</p>
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D.	<p>Outcome July 2017:</p> <p>The use of nurture groups, support staff and PP Mentors has led to greater opportunities for PP pupils to engage in conversations with adults and given opportunities for them to discuss their thoughts and ideas and grow in confidence. We have provided a rich variety of extra-curricular opportunities this year with visiting authors and performances such as The Grammar Show and Gripping Yarns (stories to develop understanding of British Values). PPG was also used to supplement costs for Residential Trips to Eaton Vale and Isle of Wight. PP pupils have benefitted from the many opportunities that residential trips offer them for developing independence and growth in knowledge and experience of the wider world. PP pupils who took part in the Brilliant Club achieved excellent results (all pupils achieved a 2:1) and graduated at UEA in February. These pupils spoke highly of their experiences and recommended that this be repeated for other children. However, staff were less impressed with the organisation of the Brilliant Club and it was decided that we would not take part in the next academic year.</p> <p>Greater Depth in KS1 SATs: Reading – none of our PP pupils achieved ARE but 25% of the Y2 cohort achieved GD which was up from 0% last year. Maths – 2 out of 5 PP pupils achieved ARE but 13% of the Y2 cohort achieved GD. Writing – 1 out of 5 PP pupils achieved ARE with 2 pupils at WT and 2 pupils with Spld at WB. 13% of the Y2 cohort achieved GD.</p> <p>Greater Depth in KS2 SATs: Reading – 4 out of 7 PP pupils achieved ARE and 1PP pupil achieved GD (cohort GD = 35%); Maths – All 7 PP pupils achieved ARE and 1 PP pupil achieved GD (cohort GD = 29%). Grammar, Punctuation and Spelling – 6 out of 7 PP pupils achieved ARE and 3 PP pupils achieved GD (cohort GD = 26%). Writing – 4 out of 7 PP pupils achieved ARE, 1 achieved GD (cohort GD = 23%)</p>
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5. Planned expenditure

Academic year	2016/17
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

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<p>A. KS1 pupils can discuss their learning; sing songs and recite poems and stories</p>	<p>Structured and focused tasks with adults facilitating shared thinking aloud</p> <p>Use of music, poetry and high quality texts in provision</p> <p>Opportunities for pupils to repeat and learn-by-heart well known stories, poems and songs</p> <p>Opportunities for pupils to perform for audiences</p>	<p>Children will make rapid improvements to their language acquisition with good role modeling, opportunities for talk and sharing of high quality texts and materials</p>	<p>Lesson observations; learning walks; monitoring of provision; staff meetings – all with feedback and agreed actions</p>	<p>Kate Easter, Elizabeth Cooper, Julia Thompson</p>	<p>Half-termly</p>
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<p>B. KS1 pupils can initiate their own learning</p>	<p>Balance of child-initiated and free-flow strategies; structured activities and focused activities Play Therapy Training for staff (6 x 1 hour for TA @ £9 per hour and 3 x 1 hour for SENDCo @ £43 per hour) - £165</p>	<p>Studies show that learning comes from ‘cognitive construction’ achieved when the child is motivated and involved. Adult-child interaction is crucial as ‘sustained shared thinking’ are a necessary pre-requisite for the most effective early years settings.</p>	<p>Lesson observations; learning walks; monitoring of provision; staff meetings – all with feedback and agreed actions</p>	<p>Kate Easter, Elizabeth Cooper, Julia Thompson</p>	<p>Half-termly</p>
<p>KS1 pupils communicate their understanding of the world through writing</p>	<p>Opportunities to write in different, meaningful contexts; using a wide range of media and with engaging and exciting outcomes</p> <p>Develop fine motor and handwriting skills through a variety of play-based activities and regular practice of letter formation and joins</p>	<p>Children need to have developed fine motor skills in order to learn to hold a writing implement and make marks</p> <p>Meaningful contexts give children opportunities to communicate what matters to them</p>			

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<p>C. KS1 pupils are enthusiastic readers and users of reading resources</p>	<p>Reading and sharing high quality texts with children New books - £500</p> <p>TA small group reading sessions 2 hours per week @ £9 per hour x 39 - £702</p>	<p>To engage pupils and develop good reading habits; to improve and fast-track language acquisition</p>	<p>Adults model love of reading through daily sharing of stories and other genre; weekly Story Time for families; weekly book share for families; regular use of our library; adult volunteers to read to</p>	<p>Kate Easter, Elizabeth Cooper, Julia Thompson</p>	<p>Half-termly</p>
<p>D. More-able disadvantaged children achieve 'greater depth' at the end of KS1 and KS2</p>	<p>Teaching and learning is carefully planned to ensure all children are challenged to make rapid progress from their starting points</p> <p>Gaps in understanding are identified through assessment for learning strategies</p> <p>Class room support staff are deployed in such a way that allows the CT to ensure that differences between the more-able pupils and the disadvantaged more-able pupils are diminished</p> <p>Nurture Group – 1 hour per week @ £9 per hour x 39 - £351</p>	<p>Disadvantaged pupils have less opportunities for working collaboratively with role models; sharing their homework and reading with adults and role models; they have less opportunities for cognitive development</p>	<p>Lesson observations; learning walks; monitoring of provision; staff meetings – all with feedback and agreed actions</p>	<p>HT, all staff</p>	<p>Half-termly</p>
<p>Total budgeted cost</p>					<p>£1,718</p>

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>A. KS1 pupils can discuss their learning; sing songs and recite poems and stories</p>	<p>Provide volunteers and support staff to work with children in small groups and one to one</p> <p>TA 1:1 support – 20 hours per week @ £9 per hour x 39 - £7020</p> <p>TA small group work – 10 hours per week @9 per hour x 39 - £3510</p> <p>Member of the support team to deliver the 'Talk Boost' intervention strategy</p> <p>Talk Boost training for staff - £500</p> <p>Talk Boost materials - £60</p> <p>TA Talk Boost Sessions – 1 hour per week x 39 - £351</p>	<p>To improve oral communication skills; develop language for use in written work</p> <p>Children will make rapid improvements to their language acquisition with good role modeling, opportunities for talk and sharing of high quality texts and materials</p>	<p>Interventions will be based upon SMART targets; pupils will undergo base-line measurement and progress will be measured after a 6 to 8 week intervention period. Discussions will take place between the teaching staff and the Leadership Team to decide upon next steps</p> <p>Staff trained in use of 'Talk Boost'; this intervention to take place with small group regularly each week</p>	<p>HT, SENDCo, Kate Easter, Elizabeth Cooper, Julia Thompson</p>	<p>Half-termly</p>
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<p>C. KS1 pupils are enthusiastic readers and users of reading resources</p>	<p>Volunteers and staff to read to pupils one to one and in small groups</p> <p>Use of Reading Recovery and other reading catch up materials</p> <p>TA x 1 hour per week @ £9 per hour x 39 - £351</p>	<p>To engage pupils and develop good reading habits; to improve and fast-track language acquisition</p>	<p>Measured intervention programme</p>	<p>HT, SENDCo, Kate Easter, Elizabeth Cooper, Julia Thompson</p>	<p>Half-termly</p>
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<p>D. More-able disadvantaged children achieve 'greater depth' at the end of KS1 and KS2</p>	<p>Opportunities to complete tasks and homework outside of lesson times TA small group sessions 5 hours per week @ £9 per hour - £1755</p> <p>The Brilliant Club – PHD tutor led unit of study with graduation ceremony at a Russell Group university</p> <p>£1800 School trips: Walsingham; theatre; Strangers Hall; Gressingham etc.</p> <p>A variety of visitors: The Grammar Show; Maths and Art Workshops; Growth Mindset talks; authors and poets; puppet show; £400 per show x 4 - £1600</p>	<p>Disadvantaged pupils have less opportunities for working collaboratively with role models; sharing their homework and reading with adults and role models; they have less opportunities for cognitive development.</p> <p>It is important to broaden their horizons by providing a rich and varied extra-curricular programme of activities</p>	<p>Feedback from pupils; measured interventions; academic progress measured through ongoing tracking and statutory tests</p>	<p>HT, SENDCo, Kate Easter, Elizabeth Cooper, Julia Thompson</p>	<p>Half-termly</p>
<p>Total budgeted cost £18,351</p>					

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. KS1 pupils can discuss their learning; sing songs and recite poems and stories	Performances at special assemblies; church services and musical productions throughout the year	To provide rich contexts for communicating	Audience evaluations	Kate Easter, Elizabeth Cooper, Julia Thompson	After each event
B. KS1 pupils can initiate their own learning	Provision of iPads and other technology £720 per ipad x 2 - £1440	By using technology, pupils will be able to record and report on their world independently	Staff training in the use of new equipment; feedback from pupils	HT, Kate Easter, Elizabeth Cooper, Julia Thompson	Termly

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<p>C. KS1 pupils are enthusiastic readers and users of reading resources</p>	<p>Visits to the library; arranging for children to be collected from the Library Van when it visits the area so that children and families can share in choosing good quality reading materials</p> <p>Monday afernoon Story Time</p> <p>Friday morning book sharing</p> <p>Y6 Buddies</p>	<p>To engage pupils and develop good reading habits; to improve and fast-track language aquisition</p>	<p>Feedback from pupils and families</p>	<p>HT, Kate Easter, Elizabeth Cooper, Julia Thompson</p>	<p>Termly</p>
<p>D. More-able disadvantaged children achieve 'greater depth' at the end of KS1 and KS2</p>	<p>Support for Residential Trips and other trips and visits</p> <p>Eaton Vale: £330 London: £200 Isle of White: £600</p>	<p>It is important to broaden their horizons by providing a rich and varied extra-curricular programme of activities</p>	<p>Feedback from pupils and families; academic progress measured through ongoing tracking and statutory tests</p>	<p>HT, SENDCo, Kate Easter, Elizabeth Cooper, Julia Thompson</p>	<p>Termly</p>
<p style="text-align: right;">Total budgeted cost</p>					<p>£2,570</p>

