

PUPIL PREMIUM STRATEGY STATEMENT

1. Summary information					
School	Morley CE VA Primary School				
Academic Year	2017/18	Total PP budget	£34,740	Date of most recent PP Review	9.17
Total number of pupils	135	Number of pupils eligible for PP	20	Date for next internal review of this strategy	2.18

2. Attainment July 2017		
	<i>Pupils eligible for PP who are reaching ARE (your school)</i>	<i>Pupils not eligible for PP who are reaching ARE (national average)</i>
KS2 Reading (7 pupils)	57%	71%
KS2 Writing (7 pupils)	57%	76%
KS2 Maths (7 pupils)	100%	75%
Year 5 Reading (5 pupils)	100%	-
Year 5 Writing (5 pupils)	20%	-
Year 5 Maths (5 pupils)	80%	-
Year 4 Reading (5 pupils)	60%	-
Year 4 Writing (5 pupils)	60%	-
Year 4 Maths (5 pupils)	40%	-
KS1 Reading (5 pupils)	0%	76%

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KS1 Writing (5 pupils)	20%	68%
KS1 Maths (5 pupils)	40%	75%
Y1 Phonics (0 pupils)	-	81%
EYFS GLD (3 pupils)	100%	71%

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A. Poor confidence, resilience and independence

B. Poor listening and attention skills

External barriers *(issues which also require action outside school, such as low attendance rates)*

C. Small number of parents not supporting reading and homework outside of school

4. Desired Outcomes		Success Criteria / Measures
A.	<ul style="list-style-type: none"> • Pupils work independently • They discuss their learning with others • They overcome difficulties • They seek solutions to problems • They enjoy their learning 	<ul style="list-style-type: none"> • Pupils' work outcomes show evidence of independent working • Lesson Observations, tracking and monitoring records etc. show evidence of independent working

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	<ul style="list-style-type: none"> • They feel proud of their progress 	<ul style="list-style-type: none"> • CT and TA reports show evidence of behaviour for learning • Pupil Survey shows evidence of behaviour for learning • Pupils achieve at least ARE at the end of each term.
B.	<ul style="list-style-type: none"> • Pupils are able to listen with focused concentration for a period of time relevant to their age • Pupils respond appropriately to what has been said • Pupils are able to focus on tasks for a period of time relevant to their age • Pupils' task outcomes show that they have worked with concentration and focus 	<ul style="list-style-type: none"> • Lesson observations, tracking and monitoring records etc. show evidence of focused concentration in learning • CT and TA reports show evidence of focused behaviours • Film and audio recordings of pupils show evidence of appropriate responses to what has been said • Pupil task outcomes show evidence of focused work • Pupils achieve ARE at the end of each term
C.	<ul style="list-style-type: none"> • Pupils are supported in the home to complete personal reading and homework tasks • Pupils are able to discuss their personal reading and enjoyment of reading with adults and peers • Pupils hand in completed homework by deadline dates 	<ul style="list-style-type: none"> • Records show that disadvantaged pupils complete personal reading and homework tasks on a regular basis • Pupils achieve at least ARE in reading at the end of each term

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5.Planned expenditure

Academic Year: 2017/18

QUALITY OF TEACHING FOR ALL

Desired Outcome A

- Pupils work independently
- They discuss their learning with others
- They overcome difficulties
- They seek solutions to problems
- They enjoy their learning

They feel proud of their progress

Chosen action / approach / cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> • Ensure that the learning environment is designed for independent work and behaviours • Adults stand back once the pupil has the tools and knowledge to complete tasks 	Education Endowment Foundation: <ul style="list-style-type: none"> • Purposeful speaking and listening activities support the development of 	<ul style="list-style-type: none"> • Strategies are included within the FDIP and 8 Week Development Foci • Learning walks/observations 	Laura Green (HT) Kate Easter (DHT) Jo Diaper	Half-termly via SLT meetings and Tracking meetins with CT's

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<ul style="list-style-type: none"> • Talk for learning is applied across all areas eg. whole class and group discussions; peer to peer talk – learning partners; use of buddies; Talk Boost intervention for EYFS; Talking Tins for KS1 pupils; • Behaviours for learning are discussed and agreed with pupils • Behaviours for learning (meta-cognition and self-regulation) are incorporated within lesson planning and are the expectation of all adults • Maths Mastery is rolled out into Year 3 this year and the techniques and approaches for mastery applied across the school • Children will be put into Key Stage groups on Friday afternoons for Creative Curriculum (KS2) and Outdoor Learning (KS1). This will give opportunities for problem solving with younger and older peers and lead to higher level engagement with learning. 	<p>pupils' language capability (progress = > 5 months) and provides a foundation for thinking and communication</p> <ul style="list-style-type: none"> • High-quality structured interventions have a positive impact on progress. • Mastery learning is shown to make a difference of >5 months progress • EEF has identified that meta-cognition and self-regulation increases progress by >8 months. • Growth mindset work carried out by Carol Dweck • Enquiry Based learning theory – Jerome Bruner's 	<p>focus on and seek evidence of implementation of these strategies</p> <ul style="list-style-type: none"> • PP strategy is kept under review in Staff Meetings and Governor Meetings • Pupil views are sought through School Council Meetings; Ethos Group and one to one discussions with PP Mentors • Parent views are sought through evaluations and Parent Forum 	<p>(Snr Teacher)</p>	
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<ul style="list-style-type: none"> The Friday afternoon curriculum will enhance enjoyment of learning by giving opportunities for high quality teaching of computing (robotics); STEM activities; Drama; Dance; Art, Music and Outdoor activities. Introduce a new system of parent consultations: Parent/child/teacher meetings to take place every half-term at the beginning or end of the school day for 30 minutes. <p>CT to attend growth mindset/ meta-cognition training - £500 plus £200 for supply cover = £700</p>	<p>constructivist view of teaching and how children make sense of their learning</p> <ul style="list-style-type: none"> The rationale for the new parent consultation system is to provide high quality feedback and close working between families and school. The EEF has shown that high quality feedback makes a difference to pupil progress of >8 months. 			
Desired Outcome B				
<ul style="list-style-type: none"> Pupils are able to listen with focused concentration for a period of time relevant to their age Pupils respond appropriately to what has been said Pupils are able to focus on tasks for a period of time relevant to their age Pupils' task outcomes show that they have worked with concentration and focus 				
Chosen action / approach / cost	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

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	choice?			
<ul style="list-style-type: none"> • Learning environment designed to give optimum opportunities for focused concentration • Lessons planned with careful attention to amount of listening time and independent work expected of pupils • Learning is context based in order to ensure pupil engagement • Pupils given access to story tellers – teachers in class and during whole school story time on Monday afternoons, volunteers, parents, visitors <p>Visiting story tellers/performers £1500</p>	<ul style="list-style-type: none"> • Meaningful contexts give children opportunities to engage and communicate about matters to them • Listening to stories helps to build focused attention • Busy / noisy environments affect the ability to focus and concentrate 	<ul style="list-style-type: none"> • Strategies are included within the FDIP and 8 Week Development Foci • Learning walks/observations focus on and seek evidence of implementation of these strategies • PP strategy is kept under review in Staff Meetings and Governor Meetings • Pupil views are sought through School Council Meetings; Ethos Group 	<p>Laura Green (HT) Kate Easter (DHT) Jo Diaper (Snr Teacher)</p>	<p>Half-termly via SLT meetings and Tracking meetings with CT's</p>

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		<p>and one to one discussions with PP Mentors</p> <ul style="list-style-type: none"> • Parent views are sought through evaluations and Parent Forum 		
Desired Outcome C				
<ul style="list-style-type: none"> • Pupils are supported in the home to complete personal reading and homework tasks • Pupils are able to discuss their personal reading and enjoyment of reading with adults and peers • Pupils hand in completed homework by deadline dates 				
Chosen action / approach / cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> • Use the half-termly parent meeting to discuss the type of support that parents can give to their children • Track completion of homework and personal reading on a weekly basis 	<ul style="list-style-type: none"> • Children make good progress when families and school work in partnership to support their learning 	<ul style="list-style-type: none"> • Via half-termly tracking meetings with CTs • Discussions in Parent 	<p>Laura Green (HT) Kate Easter (DHT) Jo Diaper (Snr Teacher) Tina Douglas (SENDCo)</p>	<ul style="list-style-type: none"> • Half-termly

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		Forums	
Total Budgeted Cost			£2,200

TARGETED SUPPORT

Desired Outcome A

- Pupils work independently
- They discuss their learning with others
- They overcome difficulties
- They seek solutions to problems
- They enjoy their learning
- They feel proud of their progress

Chosen action / approach / cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> • Children with specific learning needs will have extra support; resources and intervention teaching • Children who 	Education Endowment Foundation: <ul style="list-style-type: none"> • Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and 	<ul style="list-style-type: none"> • 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. 	Laura Green (HT) Kate Easter (DHT) Jo Diaper (Snr Teacher) Tina Douglas (SENDCo)	<ul style="list-style-type: none"> • At the end of each intervention programme • Half-termly via SLT meetings and Tracking

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<p>are struggling with writing will have access to suitable computer writing aids (Clicker)</p> <ul style="list-style-type: none"> • Children in Y3/4 will have a reading comprehension intervention: Code X • Children who are lagging behind in maths to have Third Space online tuition • PP Mentors meet with their PP pupil(s) regularly to gauge how they are feeling about their 	<p>communication</p> <ul style="list-style-type: none"> • High-quality structured interventions have a positive impact on progress (> 5 months) • Children will make rapid improvements to their language acquisition with good role modeling, opportunities for talk and sharing of high quality texts and materials (.EEF: > 5 months progress) • EEF highlights that research has shown that reading comprehension strategies are particularly effective with children aged 8+ (> 5 months progress) 	<ul style="list-style-type: none"> • Discussions will take place between the teaching staff and the Leadership Team to decide upon next steps. 		<p>meetings with CT's</p>
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<p>learning and progress</p> <ul style="list-style-type: none"> • Member of the support team to deliver the 'Talk Boost' intervention strategy • <p>TA 1:1 support – 12.5 hours per week (£9 x 12.5 = £112.50) x 39 = £4387.50 pa</p> <p>Clicker License for 10 laptops £900</p> <p>Code X Structured Reading Intervention Scheme: £691.50</p> <p>Third Space Online Learning £2,508 for 3 terms x 4 pupils from Y5/6</p>				
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TA Talk Boost intervention 3 hours per week (£9 x 3 = £27) x 39 = £1053 pa				
Desired Outcome B				
<ul style="list-style-type: none"> • Pupils are able to listen with focused concentration for a period of time relevant to their age • Pupils respond appropriately to what has been said • Pupils are able to focus on tasks for a period of time relevant to their age • Pupils' task outcomes show that they have worked with concentration and focus 				
Chosen action / approach / cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> • Children with specific learning needs will have extra support; resources and intervention teaching • Pupils who require literacy catch up teaching 	<ul style="list-style-type: none"> • To engage pupils and develop good listening and reading habits • To improve and fast-track language acquisition • To lengthen the amount of time that pupils can focus on 	<ul style="list-style-type: none"> • Tracking of individual intervention programmes 	Laura Green HT; Kate Easter DHT; Jo Diaper Snr Teacher; Tina Douglas SENDCo;	<ul style="list-style-type: none"> • At the end of each intervention programme • Through the weekly SLT meetings and Staff meetings

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<p>to have a Read, Write Inc. intervention</p> <ul style="list-style-type: none"> • Volunteers and staff to read to pupils one to one and in small groups • Beanstalk Volunteer to work with 3 pupils for 1 1/2 hours per week <p>TA x 2 hours per week @ £9 per hour x 2 x39 = £702</p> <p>Beanstalk Volunteer for 3 pupils @ £214 each per year = £642</p>	<p>their learning</p>		
<p>Desired Outcome C</p> <ul style="list-style-type: none"> • Pupils are supported in the home to complete personal reading and homework tasks • Pupils are able to discuss their personal reading and enjoyment of reading with adults and peers • Pupils hand in completed homework by deadline dates 			
Chosen action /	What is the evidence and	How will you ensure it is	Staff lead
			When will you

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approach / cost	rationale for this choice?	implemented well?		review implementation?
<ul style="list-style-type: none"> Disadvantaged pupils given additional support in school to ensure that they have daily one to one reading with an adult Disadvantaged pupils supported in the completion of homework tasks within school <p>TA x 5 hours per week @ £9 per hour x 39 = £1755</p>	<ul style="list-style-type: none"> Personal reading leads to good reading habits; increases enjoyment of reading and improves reading ability Completion of homework supports learning within school and consolidates understanding 	<ul style="list-style-type: none"> Timetable a TA to read one to one with pupils who are not completing reading at home Give pupils access to the Library and adult help with homework tasks during the school day 	<p>Laura Green HT; Kate Easter DHT; Jo Diaper Snr Teacher; Tina Douglas SENDCo</p>	<ul style="list-style-type: none"> Half-termly in Tracking meetings with CT
Total Budgeted Cost				£12,639

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OTHER APPROACHES

Desired Outcome A

- Pupils work independently
- They discuss their learning with others
- They overcome difficulties
- They seek solutions to problems
- They enjoy their learning
- They feel proud of their progress

Chosen action / approach / cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> • Maths games to support learning in the classroom • Ensure that disadvantaged pupils are able to access all trips and residential courses by subsidising the costs for them • Give pupils opportunities to have musical instrument lessons • Run a gardening club and another club – topic to be decided 	<ul style="list-style-type: none"> • Playing maths games helps to develop basic numeracy and problem solving skills; games provide meaningful context for learning • Pupils develop independence by taking part in clubs, residential and day trips and, as a consequence enjoy and feel proud of themselves 	<ul style="list-style-type: none"> • Ensure subsidies are targeted where needed through discussions with parents and via the PP Mentors. 	Laura Green HT	<ul style="list-style-type: none"> • At the end of each trip / residential • Half-termly for music tuition

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<ul style="list-style-type: none"> Identify pupils who require subsidies in order to attend sports activities <p>Maths games £500</p> <p>Eaton Vale 2 day Residential for 4 pupils @£130 each = £520</p> <p>London 2 day Residential for 5 Y5 pupils @ £160 each = £800</p> <p>Buxton 5 day Residential for 4 Y6 pupils @ £275 each = £1100</p> <p>Music tuition based upon 5 pupils @ £8 per week each = £40 x 39 = £1560</p> <p>Gardening equipment = £200</p> <p>Club fees (topic tbc) 5 pupils @ £5 per session x 39 = £975 pa</p> <p>Multi-skills Club - 5 pupils @ £78 pa = £390</p>	<ul style="list-style-type: none"> When taking part in day trips and residential trips, pupils have opportunities to take part in problem solving activities that can't be accessed within the confines of the classroom and school Learning an instrument is shown to enhance thinking and problem solving skills as well as to improve concentration and instil a love of music 			
Desired Outcome B				

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<ul style="list-style-type: none"> • Pupils are able to listen with focused concentration for a period of time relevant to their age • Pupils respond appropriately to what has been said • Pupils are able to focus on tasks for a period of time relevant to their age • Pupils' task outcomes show that they have worked with concentration and focus 				
Chosen action / approach / cost	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>As above including:</p> <ul style="list-style-type: none"> • Games, puzzles etc. for pupils to take home to play with • Provide a bench for the outside area of the classroom for a bereaved PP pupil who has shown a need for 'quiet time' • Provide a table and chairs for the outdoor area of the classroom for a pupil who benefits from working away from others from time to time <p>Board games and puzzles £300</p> <p>Bench £400</p>	<ul style="list-style-type: none"> • Learning an instrument improves focus and concentration as well as the ability to listen • Greater demands are placed on pupils to listen and follow instructions when they are off-site • Playing games and completing puzzles helps to improve focus and concentration 	As above	As above	As above

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Table & Chairs £500				
Desired Outcome C				
<ul style="list-style-type: none"> • Pupils are supported in the home to complete personal reading and homework tasks • Pupils are able to discuss their personal reading and enjoyment of reading with adults and peers • Pupils hand in completed homework by deadline dates 				
Chosen action / approach / cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> • Run parent sessions to help parents to support their children's learning <p>Cost of supply cover to release EYFS teacher for 2 days = £400</p>	<ul style="list-style-type: none"> • Parents will be able to better support their children with their learning if they have a greater understanding of reading and homework objectives 	<ul style="list-style-type: none"> • Provide time for EYFS teacher to plan and run sessions (3 x 1 hour across the year) 	Jo Diaper Snr Teacher; Kate Easter DHT; Tina Douglas SENDCo	Following each parent session – use parent evaluation forms
Total Budgeted Cost				£7,645
Total budgeted cost for quality teaching for all, targeted support and other approaches				£22,484