

## **PUPIL PREMIUM STRATEGY STATEMENT**

## TACOLNESTON & MORLEY CE VA PRIMARY SCHOOLS FEDERATION

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<b>1. Summary information</b>					
<b>School</b>	Morley CE VA Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£35,940	<b>Date of most recent PP Review</b>	7.18
<b>Total number of pupils</b>	136	<b>Number of pupils eligible for PP</b>	15	<b>Date for next internal review of this strategy</b>	2.19

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2. Attainment July 2018		
	<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 (5 pupils)	60%	74%
KS2 Writing (5 pupils)	80%	68%
KS2 Maths (5 pupils)	80%	63%
Year 5 Reading (6 pupils (2 SEN))	83%	67%
Year 5 Writing (6 pupils (2 SEN))	33%	52%
Year 5 Maths (6 pupils (2 SEN))	67%	67%
Year 4 Reading (1 pupil with EHCP)	0%	60%
Year 4 Writing (1 pupil with EHCP)	0%	53%
Year 4 Maths (1 pupil with EHCP)	0%	53%
Year 3 Reading (5 pupils (3 SEN))	40%	80%
Year 3 Writing (5 pupils (3 SEN))	20%	60%
Year 3 Maths (5 pupils (3 SEN))	40%	67%
KS1 Reading (0 pupils)	-	64%
KS1 Writing (0 pupils)	-	64%

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KS1 Maths (0 pupils)	-	64%
Y1 Phonics (3 pupils (1 SEN))	100%	83%
EYFS GLD (0 pupils)	-	94% (Reading)

### 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 language 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

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A.	<ul style="list-style-type: none"><li>• Pupils work independently</li><li>• They discuss their learning with others</li><li>• They overcome difficulties</li><li>• They seek solutions to problems</li><li>• They enjoy their learning</li><li>• They feel proud of their progress</li></ul>	<ul style="list-style-type: none"><li>• Pupils' work outcomes show evidence of independent working</li><li>• Lesson Observations, tracking and monitoring records etc. show evidence of independent working</li><li>• CT and TA reports show evidence of behaviour for learning</li><li>• Pupil Survey shows evidence of behaviour for learning</li><li>• Pupils make progress from their starting points and this is recorded termly on Pupil Asset</li></ul>
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B.	<ul style="list-style-type: none"> <li>• Pupils are able to read with focused concentration for a period of time relevant to their age</li> <li>• Pupils are able to read for enjoyment and select engaging reading materials</li> <li>• Pupils respond enthusiastically to reading</li> <li>• Pupils demonstrate understanding of what has been read and are able show inferential reading skills</li> <li>• Pupils are able to focus on writing tasks for a period of time relevant to their age</li> <li>• Pupils make good progress in their reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations, tracking and monitoring records etc. show evidence of learning behaviours</li> <li>• CT and TA records and reports show evidence of reading behaviours and progress</li> <li>• Pupil task outcomes show evidence of comprehension abilities</li> <li>• Writing progress is measured via the Writing Portfolio every half-term</li> <li>• Pupils make progress from their starting points and this is recorded termly on Pupil Asset</li> </ul>
C.	<ul style="list-style-type: none"> <li>• Pupils are supported in the home to complete personal reading and homework tasks</li> <li>• Pupils are able to discuss their personal reading and enjoyment of reading with adults and peers</li> <li>• Pupils hand in completed homework by deadline dates</li> </ul>	<ul style="list-style-type: none"> <li>• Records show that disadvantaged pupils complete personal reading and homework tasks on a regular basis</li> <li>• Pupils make progress from their starting points and this is recorded termly on Pupil Asset</li> </ul>

**5.Planned expenditure**

**Academic Year: 2018/19**

**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

<b>Chosen action / approach / cost</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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<ul style="list-style-type: none"> <li>• Ensure that the learning environment is designed for independent work and behaviours</li> <li>• Adults stand back once the pupil has the tools and knowledge to complete tasks</li> <li>• 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;</li> <li>• Behaviours for learning are discussed and agreed with pupils</li> <li>• Behaviours for learning (meta-cognition and self-regulation) are incorporated within lesson planning and are the expectation of all adults</li> <li>• Maths Mastery pedagogy applied across all subjects</li> <li>• Friday afternoons for Creative Curriculum (KS2) and Outdoor Learning (KS1). This will give opportunities for problem solving with younger and older peers and</li> </ul>	<p>Education Endowment Foundation:</p> <ul style="list-style-type: none"> <li>• Purposeful speaking and listening activities support the development of pupils' language capability (progress = &gt; 5 months) and provides a foundation for thinking and communication</li> <li>• High-quality structured interventions have a positive impact on progress.</li> <li>• Mastery learning is shown to make a difference of &gt;5 months progress</li> <li>• EEF has identified that meta-cognition and self-regulation increases progress by &gt;8 months.</li> <li>• Enquiry Based</li> </ul>	<ul style="list-style-type: none"> <li>• Learning walks/ observations focus on and seek evidence of implementation of these strategies</li> <li>• PP strategy is kept under review in Staff Meetings and Governor Meetings</li> <li>• Pupil views are sought through School Council Meetings; Ethos Group and one to one discussions with PP Mentors</li> <li>• Parent views are sought through evaluations and Parent Forum</li> </ul>	<p>SLT</p>	<p>Half-termly via SLT meetings and Tracking meetings with CT's</p>
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**Desired Outcome B**

- Pupils are able to read with focused concentration for a period of time relevant to their age
- Pupils are able to read for enjoyment and select engaging reading materials
- Pupils respond enthusiastically to reading
- Pupils demonstrate understanding of what has been read and are able show inferential reading skills
- Pupils are able to focus on writing tasks for a period of time relevant to their age
- Pupils make good progress in their reading and writing

**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?**

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<ul style="list-style-type: none"> <li>High quality reading materials are available to all pupils</li> </ul> <p><b>Cost: Books to be purchased with funds raised by FOMPS (BookLife £615)</b></p> <ul style="list-style-type: none"> <li>Library sessions are timetabled for all classes</li> <li>Reading Cloud software is used to provide pupils and families with access to library information and book reviews etc.</li> </ul> <p><b>Cost: Member of staff to be trained to manage the Reading Cloud software and ensure it's wider use by pupils and parents</b>  <b>£500 for training</b>  <b>4. hours per week library time @ £9 per hour = £36 per week (£1404 pa)</b></p> <ul style="list-style-type: none"> <li>High Quality teaching and</li> </ul>	<ul style="list-style-type: none"> <li>High quality texts engage pupils in reading and aid the development of reading habits</li> <li>Becoming a user of libraries ensures access to quality texts and develops reading behaviours and habits</li> </ul>	<ul style="list-style-type: none"> <li>Strategies are included within the FDIP and 8 Week Development Foci</li> <li>Learning walks/ observations focus on and seek evidence of implementation of these strategies</li> <li>PP strategy is kept under review in Staff Meetings and Governor Meetings</li> <li>Pupil views are sought through School Council Meetings; Ethos Group and one to one</li> </ul>	<p>SLT</p>	<p>Half-termly via SLT meetings and Tracking meetings with CT's</p> <p>Fortnightly meeting with 'Librarian'</p>
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### Desired Outcome C

- 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"> <li>• Use the termly parent meeting to discuss the type of support that parents can give to their children</li> <li>• Track completion of homework and personal reading on a weekly basis</li> </ul>	<ul style="list-style-type: none"> <li>• Children make good progress when families and school work in partnership to support their learning</li> </ul>	<ul style="list-style-type: none"> <li>• Via termly tracking meetings with CTs</li> <li>• Discussions in Parent Forums</li> </ul>	SLT	<ul style="list-style-type: none"> <li>• During termly tracking meeting with CTs</li> </ul>
<b>Total Budgeted Cost</b>				<b>£4504</b>

### 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

<b>Chosen action / approach / cost</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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<ul style="list-style-type: none"> <li>• Children with specific learning needs will have extra support in class; resources and intervention teaching in class</li> <li>• Children who are lagging behind in maths to have Third Space online tuition</li> <li>• PP Mentors meet with their PP pupil(s) regularly to gauge how they are feeling about their learning and progress</li> <li>• Member of the support team to</li> </ul>	<p>Education Endowment Foundation:</p> <ul style="list-style-type: none"> <li>• Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication</li> <li>• High-quality structured interventions have a positive impact on progress (&gt; 5 months)</li> <li>• 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: &gt; 5 months progress)</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Discussions will take place between the teaching staff and the Leadership Team to decide upon next steps.</li> </ul>	<p style="text-align: center;">SLT</p>	<ul style="list-style-type: none"> <li>• At the end of each intervention programme</li> <li>• Half-termly via SLT meetings and Tracking meetings with CT's</li> </ul>
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**Desired Outcome B**

- Pupils are able to read with focused concentration for a period of time relevant to their age
- Pupils are able to read for enjoyment and select engaging reading materials
- Pupils respond enthusiastically to reading
- Pupils demonstrate understanding of what has been read and are able show inferential reading skills
- Pupils are able to focus on writing tasks for a period of time relevant to their age
- Pupils make good progress in their reading and writing

**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?**

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<ul style="list-style-type: none"> <li>• Children with specific learning needs will have extra support; resources and intervention teaching</li> <li>• Pupils who require literacy catch up teaching to have a suitable intervention</li> <li>• Children who are struggling with writing will have access to suitable computer writing aids (Clicker)</li> <li>• Children in Y3/4 will have a reading comprehension intervention: Code X</li> <li>• Volunteers and</li> </ul>	<ul style="list-style-type: none"> <li>• High-quality structured interventions have a positive impact on progress (&gt; 5 months)</li> <li>• 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: &gt; 5 months progress)</li> <li>• EEF highlights that research has shown that reading comprehension strategies are particularly effective with children aged 8+ (&gt; 5 months progress)</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Discussions will take place between the teaching staff and the Leadership Team to decide upon next steps.</li> </ul>	<p style="text-align: center;">SLT</p>	<ul style="list-style-type: none"> <li>• At the end of each intervention programme</li> <li>• Through the weekly SLT meetings and Staff meetings</li> </ul>
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**Desired Outcome C**

- 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

<b>Chosen action / approach / cost</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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<ul style="list-style-type: none"> <li>• Disadvantaged pupils given additional support in school to ensure that they have daily one to one reading with an adult</li> <li>• Disadvantaged pupils supported in the completion of homework tasks within school</li> </ul> <p><b>Costs:</b>  <b>TA x 5 hours per week</b>  <b>@ £9.69 per hour x 5</b>  <b>x39 = £1889.55</b></p>	<ul style="list-style-type: none"> <li>• Personal reading leads to good reading habits; increases enjoyment of reading and improves reading ability</li> <li>• Completion of homework supports learning within school and consolidates understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Timetable a TA to read one to one with pupils who are not completing reading at home</li> <li>• Give pupils access to the Library and adult help with homework tasks during the school day</li> </ul>	<p>SLT</p>	<ul style="list-style-type: none"> <li>• Termly Tracking meetings with CTs</li> </ul>
<b>Total Budgeted Cost</b>				<b>£11,877.03</b>

**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?
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<ul style="list-style-type: none"> <li>• Ensure that disadvantaged pupils are able to access all trips and residential courses by subsidising the costs for them</li> <li>• Give pupils opportunities to have musical instrument lessons</li> <li>• Run a gardening club</li> <li>• Identify pupils who require subsidies in order to attend sports activities</li> </ul> <p><b>Eaton Vale 2 day Residential for 5 pupils @£130 each = £650</b></p> <p><b>London 2 day Residential for 1 Y5 pupils @ £160 each = £160</b></p> <p><b>Isle of Wight 5 day Residential for 6 Y6 pupils @ £285 each = £1,710</b></p> <p><b>Music tuition based upon 5 pupils @ £8 per week each = £40 x 39 = £1560</b></p>	<ul style="list-style-type: none"> <li>• Pupils develop independence by taking part in clubs, residential and day trips and, as a consequence enjoy and feel proud of themselves</li> <li>• 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</li> <li>• Learning an instrument is shown to enhance thinking and problem solving skills as well as to improve concentration and instil a love of music</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure subsidies are targeted where needed through discussions with parents and via the PP Mentors.</li> </ul>	<p>HT</p>	<ul style="list-style-type: none"> <li>• At the end of each trip / residential</li> <li>• Half-termly for take up of clubs /music tuition</li> </ul>
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**Desired Outcome B**

- Pupils are able to read with focused concentration for a period of time relevant to their age
- Pupils are able to read for enjoyment and select engaging reading materials
- Pupils respond enthusiastically to reading
- Pupils demonstrate understanding of what has been read and are able show inferential reading skills
- Pupils are able to focus on writing tasks for a period of time relevant to their age
- Pupils make good progress in their reading and writing

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 ?
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<p>As above including:</p> <p>Purchase tablets to provide apps for practice of language skills</p> <p><b>Costs:</b></p> <p><b>5 tablets (1 per class) @ £120 = £600</b></p> <p><b>APPs x 3 @ £100 each = £300</b></p>	<ul style="list-style-type: none"> <li>• Learning an instrument improves focus and concentration and language skills</li> <li>• Greater demands are placed on pupils comprehension when they attend clubs, trips and residential visits</li> <li>• Pupils are given wider contexts for language based work</li> <li>• High quality online resources supports and consolidates learning</li> </ul>	As above	As above	As above
<p><b>Desired Outcome C</b></p> <ul style="list-style-type: none"> <li>• Pupils are supported in the home to complete personal reading and homework tasks</li> <li>• Pupils are able to discuss their personal reading and enjoyment of reading with adults and peers</li> <li>• Pupils hand in completed homework by deadline dates</li> </ul>				
<b>Chosen action / approach / cost</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

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<ul style="list-style-type: none"> <li>Run parent sessions to help parents to support their children's learning</li> </ul> <p><b>Cost of supply cover to release EYFS teacher for 2 days = £400</b></p>	<ul style="list-style-type: none"> <li>Parents will be able to better support their children with their learning if they have a greater understanding of reading and homework objectives</li> </ul>	<ul style="list-style-type: none"> <li>Provide time for EYFS teacher to plan and run sessions (3 x 1 hour across the year)</li> </ul>	SLT	Following each parent session – use parent evaluation forms
<b>Total Budgeted Cost</b>				<b>£6,821.05</b>
<b>Total budgeted cost for quality teaching for all, targeted support and other approaches</b>				<b>£23,202.08</b>