

PUPIL PREMIUM STRATEGY STATEMENT REVIEW JULY 2018

TACOLNESTON & MORLEY CE VA PRIMARY SCHOOLS FEDERATION

1. Summary information

School	Morley CE VA Primary School				
Academic Year	2017/18	Total PP budget	£34,740	Date of most recent PP Review	2.18
Total number of pupils	135	Number of pupils eligible for PP	20	Date for next internal review of this strategy	6.18

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%	-

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KS1 Reading (5 pupils)	0%	76%
KS1 Writing (5 pupils)	20%	68%
KS1 Maths (5 pupils)	40%	75%
Y1 Phonics (0 pupils)	-	81%
EYFS GLD (3 pupils)	100%	71%

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 EUPD)	0%	60%
Year 4 Writing (1 pupil with EUPD)	0%	53%

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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%
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 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

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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• They feel proud of their progress	<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• 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.

REVIEW JULY 2018

- Data (see above) shows that pupils are achieving ARE except in some cases where they also have SEN. We are tracking these doubly disadvantaged pupils by highlighting them within our SEND Register and ensuring that they are receiving measured and carefully targeted interventions and ongoing support. Year 5 pupils are showing a weakness with writing. CTs have set individual targets for these pupils and differentiated and supported them according to their needs. There has been a focus on regular and structured reading activities to build vocabulary and ideas for writing. Some individuals are receiving intervention teaching (Code X and Beanstalk).
- Lesson drop-ins and governor monitoring activities have evidenced independent working
- Pupil feedback at the end of the Autumn Term about the Creative Curriculum was very positive with all pupils expressing their enjoyment and enthusiasm for the activities that they had experienced. HT drop-ins revealed pupils working as teams to create pieces of work and supporting younger pupils.
- Feedback about our intervention strategies (Clicker; Code X, Third Space etc.) has been very positive from CT's, TA's, LSA's and pupils. Data shows that most pupils have made good to outstanding progress with the interventions received. Most pupils made 1 to 2 years reading progress. Of the two Y6 pupils who worked with Third Space for Maths tuition, one achieved 101 in his Maths SAT and one achieved 99. Pupils who have not progressed as expected have been reassessed and given more targeted support.
- Feedback from pupils who read with our Beanstalk volunteer has been exceptionally positive with children discussing authors and books enthusiastically without prompting.
- One pupil has taken up our offer to support Piano Lessons and pupils have been subsidised for clubs (Gymnastics, Learn, Play, Grow and Multi-Skills) and residential trips (Eaton Vale, London and Buxton).
- According to the pupil survey carried out in April 2018, 85% of pupils agree that Morley Primary School encourages them to be independent

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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
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REVIEW JULY 2018

- Data (see above) shows that pupils are achieving ARE except in some cases where they also have SEN. We are tracking these doubly disadvantaged pupils by highlighting them within our SEND Register and ensuring that they are receiving measured and carefully targeted interventions and ongoing support. Year 5 pupils are showing a weakness with writing. CTs have set individual targets for these pupils and differentiated and supported them according to their needs. There has been a focus on regular and structured reading activities to build vocabulary and ideas for writing. Some individuals are receiving intervention teaching (Code X and Beanstalk).
- Lesson drop-ins and governor monitoring has evidenced focus and engagement in lessons
- The SLT has set targets for improvement in pace and expectations.
- SLT monitoring has evidenced a need for improvements to quantities of writing. This has been addressed through support and ongoing targets for CTs.
- Activities have been planned and organised to give meaningful context to learning: Story time for families; Andy Jones – Bible and Christmas Workshops; author and artist visits; theatre trip; Crime Scene Investigation for Book Week; residential and other trips.
- Intervention strategies (Number 2; Code X, Third Space etc.) are showing evidence of good pupil progress and pupils, CTs, TAs and LSAs are reporting that the programmes are successful and enjoyable. Data shows that most pupils have made good to outstanding progress with the interventions received. Most pupils made 1 to 2 years reading progress. Of the two Y6 pupils who worked with Third Space for Maths tuition, one achieved 101 in his Maths SAT and one achieved 99. Pupils who have not progressed as expected have been reassessed and given more targeted support.
- Mentors and volunteers have worked with pupils supporting reading, craft activities, trips and being available to talk to our children. This has led to pupils being able to articulate their needs and interests and ensured that we are able to target provision more accurately

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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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REVIEW JULY 2018

- Pupils are completing homework tasks and, where this doesn't happen, time and support is given during the school day
- Mrs O'Dell runs a weekly Homework Club
- Reading progress for disadvantaged pupils is good and a survey of pupils who have taken part in the Beanstalk activities was extremely positive
- A full review of our Homework Policy was carried out during the Spring Term with wide consultation with pupils, parents and staff. A new Policy was issued in the Summer Term together with a Homework Leaflet for parents.

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?
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<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 • 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 	<p>Education Endowment Foundation:</p> <ul style="list-style-type: none"> • Purposeful speaking and listening activities support the development of pupils' language capability (progress = > 5 months) and provides a foundation for thinking and communication • 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 	<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 and one to one discussions with PP Mentors • Parent views are sought through evaluations and Parent Forum 	<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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Desired Outcome B

- 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?
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<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 and one to one 	<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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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"> • 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 Forums 	Laura Green (HT) Kate Easter (DHT) Jo Diaper (Snr Teacher) Tina Douglas (SENDCo)	<ul style="list-style-type: none"> • Half-termly
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?**

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<ul style="list-style-type: none"> • Children with specific learning needs will have extra support; resources and intervention teaching • Children who are struggling with writing will have access to suitable computer writing aids (Clicker) • Children in Y3/4 will have a reading comprehension intervention: Code X • Children who are lagging behind in maths to have Third Space online 	<p>Education Endowment Foundation:</p> <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 communication • 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 	<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. • Discussions will take place between the teaching staff and the Leadership Team to decide upon next steps. 	<p>Laura Green (HT) Kate Easter (DHT) Jo Diaper (Snr Teacher) Tina Douglas (SENDCo)</p>	<ul style="list-style-type: none"> • At the end of each intervention programme • Half-termly via SLT meetings and Tracking meetings with CT's
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Desired Outcome B

- 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
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- 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?
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<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 to have a Read, Write Inc. intervention • 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>	<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 their learning 	<ul style="list-style-type: none"> • Tracking of individual intervention programmes 	<p>Laura Green HT; Kate Easter DHT; Jo Diaper Snr Teacher; Tina Douglas SENDCo;</p>	<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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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?
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<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

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"> • 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 • 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</p>	<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 • 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 	<ul style="list-style-type: none"> • Ensure subsidies are targeted where needed through discussions with parents and via the PP Mentors. 	<p>Laura Green HT</p>	<ul style="list-style-type: none"> • At the end of each trip / residential • Half-termly for music tuition
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Desired Outcome B

- Pupils are able to listen with focused concentration for a period of time relevant to their age
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- 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 ?
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<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> <p>Table & Chairs £500 (Purchase a shed instead with window and can put table and chairs in it - £445)</p> <p>5 pupils to attend Dodgeball Club £75</p> <p>4 pupils to attend Gym Club £77 per half term</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 	<p>As above</p>	<p>As above</p>	<p>As above</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"> • 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

