

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Morgans Primary School and Nursery
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	9.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Alis Rocca and Helen Jackson, Co-headteachers
Pupil premium lead	Ally Chadwick
Governor / Trustee lead	Jan Wood

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,800
Recovery premium funding allocation this academic year	£6,670
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£62,470

# Part A: Pupil premium strategy plan

## Statement of intent

### Key principles

At Morgans, we have high expectations of all our pupils and believe no child should be left behind. We value a broad and balanced curriculum to enable each child to realise their full potential. We seek to engage pupils and their families in education and to have the highest possible aspirations both at home and in school.

These principles guide how we allocate pupil premium funding to support disadvantaged pupils in our school. We aim for disadvantaged pupils to make progress that is equal to, or better than, their non-disadvantaged peers. We consider the challenges faced by individual disadvantaged pupils and support their emerging needs

We plan how we spend pupil premium funding using best practice guidance from the National Foundation for Educational Research and the Education Endowment Foundation. It is clear that high-quality teaching is the key to success for all pupils, and improving the quality of teaching is therefore at the heart of the pupil premium strategy at Morgans.

In addition to supporting pupils academically, we also recognise the importance of learning habits; we strongly believe in building learning power and growth mindset, through explicit teaching of our 7 learning powers, to drive passion and a thirst for knowledge to empower pupils and instil lifelong learning habits.

Furthermore, we are a nurturing school which believes that good wellbeing is essential for pupils to thrive academically. We support pupil wellbeing by embedding nurturing approaches throughout the school and by providing individual therapeutic support to pupils with additional needs.

Our key principles guiding the spending of our pupil premium funding to maximise impact are:

#### ***Building Learning Power***

Our school values and ethos provide a culture where:

- pupils and staff show 'growth mindset' attitudes
- we have the highest possible **expectations** for all pupils
- staff support children to develop their use and understanding of the 7 learning powers to develop self-efficacy and self-regulation

#### ***Improving the Quality of Teaching***

We recognise that classroom teaching is of paramount importance in ensuring **all** pupils make good or better progress and develop as effective learners. We therefore strive to increase the percentage of outstanding teaching by:

- embedding the school's core values and ethos
- addressing any within-school variance

- ensuing teachers adapt learning and the learning environment to promote inclusion
- ensuring consistent implementation of teaching and learning policies
- share good practice within the school and draw on external expertise
- provide high quality CPD and effective mentoring and support
- conducting action research to develop and review effective strategies for learning
- secure assessment judgements through joint levelling and moderation (in-school and with external partners)

### ***Engaging Pupils and Families***

We will ensure that:

- all pupils and families feel supported and valued by the school
- pupils feel happy and safe at school and articulate positive attitudes to learning
- the school provides **engaging** and enriching, child-oriented activities
- pupils and families recognise that learning begins at home and is a life-long pursuit

### ***Nurture and Social Support***

We prioritise the emotional wellbeing of our pupils, and provide opportunities for them to develop as individuals and seek to nurture the whole child.

- all teachers using nurturing approaches and providing holistic support
- Hertfordshire STEPS therapeutic behaviour approaches are used by all staff
- dedicated workspaces for therapeutic play, meditation and mindfulness
- specialist support staff for delivery of protective behaviours support, emotion coaching and mentoring

### ***Assessment and Planning***

We use pupil assessment data and pupil voice feedback to:

- plan next steps in learning that meet emerging needs
- identify pupils who need additional support
- direct resources, interventions and opportunities to pupils where they are needed

### ***Improving Attendance***

We will maximise the time children have to make progress by:

- liaising with Local Authority partners to monitor and improve attendance
- engaging in dialogue with parents as an early response to low attendance
- surveying pupils attitudes to school and providing support to develop these
- provision of extended learning out of school hours

### ***Personalising Learning***

We ensure additional support provided is effective by:

- Identifying the needs of individual children and any barriers to learning
- Regularly review progress with 'Assess, Plan, Do, Review' intervention monitoring
- Phase Leaders and teachers to review individual progress half termly
- Matching the skills of support staff to the interventions they deliver
- Working with external agencies to extend support opportunities
- Working with parents to develop home school links

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## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Teacher assessments show that the attainment of disadvantaged pupils in English (reading and writing) is lower than average, and their progress was lower than that of non-disadvantaged pupils when compared to Autumn 2019.
2	Teacher assessments show that the attainment of disadvantaged pupils in maths is lower than average, and their progress was lower than that of non-disadvantaged pupils when compared to Autumn 2019.
3	Observations by teaching staff and Boxall profile scores show that disadvantaged pupils' social and emotional wellbeing was more likely to be low prior to school closures, and also to have been adversely impacted by school closures.
4	Our attendance data shows that disadvantaged pupils are more likely to be absent from school - the attendance data for the academic year 2020-21 indicates that attendance among disadvantaged pupils is 12.82% lower than among non-disadvantaged pupils. Our assessments show that absenteeism is negatively impacting outcomes for disadvantaged pupils.
5	Teacher observations and Boxall profile scores show less developed attitudes for learning as well as lower skills in self-regulation in a number of pupils in the PP group is having a detrimental effect on their academic progress.

## 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.

Intended outcome	Success criteria
Improve progress and attainment for disadvantaged pupils in reading.	KS2 reading outcomes in 2024/25 show that more than 73% of disadvantaged pupils met the expected standard (in line with national average).
Improve progress and attainment for disadvantaged pupils in writing.	KS2 reading outcomes in 2024/25 show that more than 78% of disadvantaged pupils met the expected standard (in line with national average).
Improve progress and attainment for disadvantaged pupils in maths.	KS2 reading outcomes in 2024/25 show that more than 79% of disadvantaged pupils met the expected standard (in line with national average).
Improve the emotional wellbeing of disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by:

	<ul style="list-style-type: none"> <li>● qualitative data from student voice, student and parent surveys and teacher observations</li> <li>● quantitative data from Boxall profiles and SEMH incident monitoring</li> <li>● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
<p>To achieve and maintain low levels of school absence for all pupils.</p>	<p>Sustained high attendance from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> <li>● an overall school absence rate of no more than 4%, and the attendance gap between disadvantaged pupils and non-disadvantaged peers reduced to 5%</li> <li>● The percentage of all pupils who are persistently absent being below 8.2% and the figure among disadvantaged pupils being no more than 5% higher than their peers.</li> </ul>

## 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: £34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. Books to support the programme and staff training also to be purchased to provide supporting resources.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance, prioritising Maths Hub support for early career teachers. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	Mastery learning approaches are underpinned by good evidence that they have a positive impact on pupil progress.  The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.  <a href="#">Maths Guidance: key stages 1 and 2</a>  <a href="#">EEF</a>   <a href="#">NCETM</a>	2
Reinforcing school values around Growth Mindset, self-regulation and building learning power through INSET, staff training and	The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.  Metacognition and self-regulation strategies can be effective when taught	primarily 5; also 1,2,3

preparing for explicit teaching of metacognitive skills through thematic days.	in collaborative groups so that learners can support each other and make their thinking explicit through discussion. <a href="#">EEF</a>	
All PP pupils whose Boxall profiles are amber or red to have individual plans of support in place and STEPS refresher training for all staff to support pupil wellbeing.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	primarily 3; also 1, 2, 3, 4

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

Budgeted cost: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher feedback for disadvantaged pupils, which requires additional cover to enable teachers to deliver pupil conferencing or same-day intervention as required.	Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons.  <a href="#">EEF Toolkit</a>	1, 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by an experienced teacher.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Additional maths tutoring in small groups and 1:1 as	Tuition targeted at specific needs and knowledge gaps can be an	2

<p>required for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training for administrative staff and release time for SLT to contact parents and put support in place.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £86,000**

## 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 2020 to 2021 academic year.

<b>Aim</b>	<b>Outcome</b>
Children will be able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Children returned calmly to school in September and March 2020/2021 following school closures. Go Slow initiatives supported improved emotional wellbeing for pupils. Boxall profiling supported teachers to identify needs and nurture pupils effectively.
Children make expected or better attainment and progress and speak about themselves as successful learners	Progress across the academic year is visible in learning books. Many children have not made expected progress from prior academic levels due to lack of access to resources for learning during school closures.
PP children's progress in Reading, Writing and Maths is in line with or higher than the non-PP cohort	Progress across the academic year is visible in learning books. Many children have not made expected progress from prior academic levels due to lack of access to resources for learning during school closures.
The average attendance of PP children meets the 96% school target	School attendance for PP pupils was not on average at 96% and was below the attendance of non-PP pupils. This was largely as a result of personal circumstances and needs related to Covid and online support was given to all pupils unable to attend school.