

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 (282)
Number of pupils in school	341
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 to 2025-26
Date this statement was published	February 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Helen Melidoro Headteacher
Pupil premium lead	Helen Melidoro
Governor / Trustee lead	Jan Wood Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,735
Recovery premium funding allocation this academic year	£18,952
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£83,687

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged and vulnerable pupils have a carefully chosen curriculum which is well sequenced and does not overload the working memory*
- act early to intervene at the gaps in learning identified*
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve*

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance & punctuality</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 8% lower than for non disadvantaged pupils.</p> <p>58% of disadvantaged pupils have been 'persistently absent' compared to 21 % of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<p>Gaps in skills, knowledge and understanding in specific areas of the curriculum</p> <p>Assessments (both formative and summative), observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations across the whole intended curriculum.</p>
3	<p>Confidence, self-esteem and social skills</p> <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to additional needs, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support markedly increased during the pandemic. 7 pupils (43% of whom are disadvantaged) currently require additional support with social and emotional needs, receiving small group interventions or 1:1 support.</p>
4	<p>Special Educational Needs</p> <p>Our assessments of the SEN register indicate 43% proportion of children identified with SEN Support are also disadvantaged.</p>

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
1.To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 96%, and the attendance gap between disadvantaged pupils and their non disadvantaged peers being reduced by 5%. • the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 5% lower than their peers.
2. Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language and vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
3. Improved writing attainment among disadvantaged pupils.	Teaching is expected to enable pupils to keep up and catch up with the intended curriculum to make age related expectations. KS2 writing outcomes in 2025/26 show that more than 90% of disadvantaged pupils met the expected standard
4. Improved reading attainment among disadvantaged pupils.	<p>National phonics screening results in 2025/26 show that more than 90% of disadvantaged pupils met the expected standard.</p> <p>Teaching is expected to enable pupils to keep up and catch up with the intended curriculum to make age related expectations. KS2 reading outcomes in 2025/26 show that more than 90% of disadvantaged pupils met the expected standard.</p>
5. Improved maths attainment for disadvantaged pupils at the end of KS2.	Teaching is expected to enable pupils to keep up and catch up with the intended curriculum to make age related expectations. KS2 maths outcomes in 2025/26 show that more than 80% of

	disadvantaged pupils met the expected standard.
6. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys, attendance data and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
7. To accelerate progress for children with additional needs from their various starting points	Progress against EHCP outcomes and Individual Support Plans leading at least good or very good progress against their starting points evidenced in provision mapping
8. To include disadvantaged pupils in the whole school community and wider school life, including school trips, instrumental lessons and visits	Increased growth mindset and resilience as evidenced from pupil voice, attendance and progress in the intended whole curriculum

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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of maths teaching and curriculum planning in line with DfE and EEF guidance.	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:	2, 3, 4
Teaching and Learning Adviser and teacher release time to embed key elements of maths mastery.	Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Purchase of commercial English writing plans to scaffold and support consistent quality first teaching of writing.	Herts for Learning English Planning and cpd from Teaching and Learning Adviser	
Nurturing a culture of inclusivity through cycle of in-house CPD	Inclusive teaching and assessment for learning cpd using Rosenshines Lesson Study, Claire Gadsby and (Addressing Educational Disadvantage in schools - M Rowland). Purchase of TES Provision mapping to track pupil premium and SEND interventions	
Coaching and mentoring of leaders and teachers	EEF Pupil Premium Evidence supports the use of coaching and mentoring for leaders and teachers using the EDT peer review model	

Recruitment and retention of teachers	and instructional coaching model Mentoring of ECTs and cover for teachers to support career development eg NPQSL	
Purchase of assessment and provision monitoring materials	EEF Teaching & Learning Toolkit Feedback 6+months impact TES Provision mapping tool	2
Staff CPD using Teaching Toolkit	EEF Teaching & Learning Toolkit Feedback 6+months impact	2, 4

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Writing and reading boosters for Year 6 and SEN focus groups</i>	EEF Teaching & Learning Toolkit 2+months impact in particular for	2

<i>Times Tables Rockstars</i>	EEF Teaching & Learning Toolkit 4+ months impact	2
<i>Small group maths tuition</i>	EEF Teaching & Learning Toolkit 2+ months impact	2
<i>Phonics 1:1 intervention</i>	EEF Teaching & Learning Toolkit 5+ months impact	2
<i>Lexia reading programme</i>	EEF Teaching & Learning Toolkit 4+ months impact	2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance monitoring and support to families Using DfE's Working Together to Improve School Attendance guidance</i>	Poor attendance at school is linked to poor academic attainment across all stages. Use EEF Working with Parents to Support Children's Learning guidance report and Rapid Evidence Review:.	1
<i>Nurture Club and ELSA training</i>	EEF Teaching & Learning Toolkit Metacognition and self-regulation 7+ months impact	1, 3, 4
<i>School visits and trips</i>	EEF Teaching & Learning Toolkit Arts participation 3+ months impact	3
<i>KS2 Instrumental lessons</i>	EEF Teaching & Learning Toolkit Arts participation 3+ months impact	3

Total budgeted cost: £84,000

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 2023-24 academic year.

At the end of KS2 2023-24, the gap between Pupil Premium and Non Pupil Premium in SATS was:

Subject	All	PPG EXS
Reading	83%	Data Suppressed
Writing	81%	Data Suppressed
Mathematics	77%	Data Suppressed

At the end of KS1 2023-24, the gap between Pupil Premium and Non Pupil Premium in SATS was:

Subject	All	PPG
Reading	63.3%	60%
Writing	53.3%	40%
Maths	58.4%	50%

	All	PPG
Phonics Screening Year 1	94.9%	100%

EYFS assessment 2023-24:

Specific Area	All	PPG
Reading	86.7%	66.7%
Writing	80%	50%
Maths	96.7%	83.3%

Attendance:

Non-PPG	PPG
95.1%	90.87%
<p>Tracking children in receipt of PPG continues to be a high focus of school improvement with further training on specific barriers and how to address them including daily targeted feedback.</p>	