

Pupil premium strategy statement – MORDEN PRIMARY – Academic Year 2021-2022

Total PP budget	Date of most recent PP Review	July 2021
For FY 2021-22: £ 112,980 (PP) + £1,240 (Svce) + £2345 (Post LAC) + £2991 c/f = £119,556		
Total number of pupils 242	CURRENT DATA June 2020 No. of pupils eligible for PP: 87, however funding from October census received funding for 84 Services Premium: 4 (£310 per child) EYFS Premium : 9 (paid termly approx. £100 per term per child)	Date for next internal review of this strategy
		December 2021

Barriers to future attainment (for pupils eligible for PP)

In-school barriers

A.	A large proportion of children enter Reception with below average English oral language skills.
B.	Attainment of Pupil Premium children is slightly below attainment of non-pupil premium children in: <ul style="list-style-type: none"> - Writing ARE and GDS R, 1, 2 - Maths GDS - Maths ARE 4, 3, 1 - Key Stage 1 reading <p><i>Summer 2021 data (current cohorts – actions below are for 2021-2022 cohorts)</i></p>
C.	Progress of Pupil Premium children is slightly slower than progress of non-pupil premium children in: <ul style="list-style-type: none"> - Maths expected progress 2, 4, 5, 6 - Maths accelerated progress Key Stage 1 - Key Stage 1 reading and Y3 - Writing expected progress 2, 3, 5 - Writing accelerated progress R & 1 <p><i>Summer 2021 data (current cohorts – actions below are for 2021-2022 cohorts)</i></p>

External barriers

D.	A number of our PP children have emotional and social issues which has a detrimental effect on their academic progress and that of their peers. 33 children YR-6 (39%) and 1 EY (11%)
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Desired Outcomes	Success Criteria
Children make rapid progress through the phonics phases in EYFS to ensure that the majority are KS1 ready. To continue to raise the standard of reading across the school including at GDS.	EYFS data shows accelerated progress in closing the phonics phase gaps Reading attaining National ARE in KS1 and KS2 SATS. School data shows a narrowing gap for PP achieving GDS in reading

Improved progress of PP children in writing across the school so a greater % reach the expected standard and GDS.	School data shows a narrowing gap for PP achieving ARE and GDS in writing
Improved progress of PP children in maths across the school so a greater % reach the expected standard and GDS.	School data shows a narrowing gap for PP achieving ARE and GDS in maths
Vulnerable children develop strategies to support their emotional and social needs.	Children successfully using strategies learned through ELSA and Jigsaw4U to support emotional and social needs. Staff having a greater understanding of ACE and vulnerabilities our children face.
PP have equal access to opportunities	Ensuring PP children are able to swim 25 metres by the end of Primary school

Planned Expenditure

Quality of Teaching for all

Desired outcome	Actions	Monitoring	Staff lead	Success Criteria	Review Date
Children make rapid progress through the phonics phases in EYFS to ensure that the majority are KS1 ready. To continue to raise the standard of reading across the school including at GDS.	<ul style="list-style-type: none"> Consolidate phonics home learning in the EYFS HLTA supports language development in Key Stage 1 and Nursery Use of NELI – including training x2 members of staff to run in EYFS Consolidation of phonics tracking & including specific PP tracking Use of accelerated reading Continue to use WCR Y2-6 X2 daily phonics lessons in R-Y2 Review of phonics programme and books sent home 	<ul style="list-style-type: none"> Termly progress meetings Termly analysis of data Ongoing monitoring including learning walks and pupil discussions Lesson observations 	<ul style="list-style-type: none"> EYFS & KS1 Leaders Literacy leader 	<ul style="list-style-type: none"> EYFS & KS1 data shows accelerated progress for children in phonics Reading attaining National ARE in KS1 and KS2 SATS Termly data shows more PP children reaching ARE and GDS in reading Phonics screening results continue to rise and are in line with Nationals 	Dec 2021 and July 2022
Improved progress of PP children in writing across the school so a greater % reach the expected standard and GDS.	<ul style="list-style-type: none"> Focused staff meeting and inset training on planning Moderation of PP writing books Sharing of good practice for teaching basic skills Termly moderation at assessment points Staff training for developing high quality and diversity text selection. 	<ul style="list-style-type: none"> Book scrutiny Data analysis Progress interviews Lesson observations SLT monitoring Learning walks 	<ul style="list-style-type: none"> Literacy Leader SLMT 	<ul style="list-style-type: none"> Increased numbers of PP children achieving ARE and GDS in writing across the school. 	Dec 2021 and July 2022

20.7.2021

Improved progress of PP children in maths across the school so a greater % reach the expected standard and GDS.	<p>Ensuring high quality feedback. CPD on providing stretch for high attaining pupils.</p> <p>Continuation of role out of Maths Mastery. Maths Lead and Y2 teacher to continue in TRGs and dissemination.</p> <p>Maths lead to work with identified year groups for planning support.</p>	<p>Pupil Progress meetings each term</p> <p>Termly and end of year data analysis</p> <p>Monitoring of planning</p>	Maths Leader and SLMT	<p>Increased numbers of PP children achieving ARE and GDS in maths across the school.</p> <p>Maths attaining National ARE in KS1 and KS2 SATS</p>	Dec 2021 and July 2022
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Targeted Support

Desired outcome	Actions	Monitoring	Staff lead	Success Criteria	Review Date
Children make rapid progress through the phonics phases in EYFS to ensure that the majority are KS1 ready. To continue to raise the standard of reading across the school including at GDS.	<p>Regular tracking of phonics phases & including specific PP tracking</p> <p>Ensuring that continuous provision includes phonics opportunities x2 daily</p> <p>Interventions for children identified as below expected for phonics, including 15 minutes a day intervention</p> <p>HLTA used for Code intervention and phonics groups</p> <p>Further Tas trained to use CODE higher up the school</p>	<p>Termly progress meetings</p> <p>Termly analysis of data</p> <p>Ongoing monitoring including learning walks and pupil discussions</p> <p>Lesson observations</p>	EYFS & KS1 Leader Literacy Leader	<p>Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.</p> <p>Reading attaining National ARE in KS1 and KS2 SATS.</p> <p>Termly data shows more PP children reaching ARE and GDS in reading</p> <p>Phonics screening results continue to rise and are in line with Nationals</p>	Dec 2021 and July 2022
Improved progress of PP children in writing across the school so a greater % reach the expected standard and GDS.	<p>Targeted writing intervention group including Write Away programme</p> <p>Sets used in Y2 and Y6</p> <p>Individualised targets set</p> <p>Review of TA deployment and training</p>	<p>Termly progress meetings</p> <p>Termly analysis of data</p> <p>Ongoing monitoring including learning walks and pupil discussions</p> <p>Lesson observations</p>	Literacy Leader	<p>Increased numbers of PP children achieving ARE and GDS in writing across the school.</p>	Dec 2021 and July 2022

Improved progress of PP children in maths across the school so a greater % reach the expected standard and GDS.	Sets in Y2 and Y6 Intervention in Y3 Pre and post teaching	Impact overseen by reading & learning leaders. Teaching assistant (TA) CPD for TAs supporting the sessions. TLA supporting PP children in lower maths sets.	Pupil Premium Leader + maths learning leaders	Increased numbers of PP children achieving ARE and GDS in maths across the school. Maths attaining National ARE in KS1 and KS2 SATS	Dec 2021 and July 2022
Vulnerable children develop strategies to support their emotional and social needs.	Jigsaw4U worker employed 2.5 days per week. ELSA worker employed 4 days per week. Nurture group every lunchtime. Mentoring with Phase leaders. Mental Health Cluster Project	Ongoing identification of children in need of support. Half termly phase Leader behaviour reports Monitor impact of behaviour improvements on attainment and progress – termly progress meetings	Phase leaders and SLT	Children successfully using strategies learned through ELSA and Jigsaw4U to support emotional and social needs. Children make academic progress in line with their peers.	Dec 2021 and July 2022
PP have equal access to opportunities	Pupil Premium Home Learning clubs after school – x2 groups Monday-Thursday run by TAs. Tutoring catch-up Purchasing of new laptops to allow these children access to online learning tools both within the	Termly progress meetings Termly analysis of data Ongoing monitoring	Pupil Premium Leader & SLT	Pupils eligible for PP are attending Home Learning club and receiving 1:1 support through tutoring catch-up. Children make academic progress in line with their peers.	Dec 2021 and July 2022
Total budgeted cost				Staffing: £63,592 (total funding –all other costs) Jigsaw 4U: £26,500 Accelerated Reader: £1500 Chromebooks: £2500	

Other Approaches

Desired outcome	Actions	Monitoring	Staff lead	Success Criteria	Review Date
<p>Ensuring PP have equal access to opportunities</p> <ul style="list-style-type: none"> - <i>Ensuring PP children have the opportunity to learn to swim 25 metres by the end of primary school</i> - <i>Providing children with essential nutrients and vitamins to support their growth and well being.</i> 	<p>Subsidising PP swimming payments.</p> <p>Support with funding to provide school milk for families struggling to pay.</p>	Termly swimming assessments	PE Leader	Ensuring PP children are able to swim 25 metres by the end of Primary school	Dec 2021 and July 2022
Total budgeted cost				Swimming payment subsidisation: £400 FSM payments: £15,500 Milk payments: £60	

Review of Expenditure

Desired Outcomes	Review	
<p>Children make rapid progress through the phonics phases in EYFS to ensure that the majority are KS1 ready. To continue to raise the standard of reading across the school including at GDS.</p>	December 2021:	July 2022:

Improved progress of PP children in writing across the school so a greater % reach the expected standard and GDS.	December 2021:	July 2022:
Improved progress of PP children in maths across the school so a greater % reach the expected standard and GDS.	December 2021:	July 2022:
Vulnerable children develop strategies to support their emotional and social needs.	December 2021:	July 2022:
PP have equal access to opportunities	December 2021:	July 2022: