

Pupil Premium strategy statement 2021-2024

Updated for –2023-2024



This statement details our school's use of pupil premium funding (and recovery premium for the 2023 to 2024 academic year) 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 @ 10.10.2022	Data
School name	Morden Primary
Number of pupils in school	211 (+12 Nursery)
Proportion (%) of pupil premium eligible pupils	41% (86 children) 25% EYPP
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Governing Body
Pupil premium lead	Anna Diamant
Governor lead	Lisa Halford CoG

Funding overview

Detail – was based on October 2022 census of 86+5 service and 1Post-LAC	Amount
Pupil premium funding allocation this academic year @ £1455	£ 125,130
Recovery premium funding allocation this academic year	£12, 472 TBC – last year £12615
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 3,690
Total budget for this academic year	– pending confirmation for Recovery Premium - £141,615

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be exclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Additional teaching and learning opportunities provided through the National Tutoring Program and in-school tuition (1-3 tuition for identified, targeted children.)
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour and nurture support through ELSA, Jigsaw4U, Off The Record counsellor, 1:1 mentoring and pastoral support.

Challenges

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

Challenge number	Detail of challenge
1	Preparedness for school of children entering the school in EYFS – speech and language and basic self-care skills
2	Attainment gap between pupil premium and non – pupil premium still exists, despite good progress of PP children in previous academic year
3	Mental health and safeguarding needs of children and families on PP
4	Access for children on PP to paid for extra-curricular and cultural capital experiences – eg theatre trips, residential trips, Rocksteady music.

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
To continue the good and accelerated progress of pupil premium children across the school, in reading, writing and maths	Achieve National or above in KS1 phonics check. EYFS phonics tracking data shows majority of the children are Entering Phase 4 Phonics stage. Achieve National or above in KS1 and KS2 Reading SATS Gap narrowed between PP and non-PP children.
Improved attainment of PP children in reading, writing and maths	Achieve national or above scores in EOY assessments. Gap narrowed between PP and non-PP children.
Support PP families with identifying needs and supporting progress in school preparedness	Achieve national average progress scores in EOY assessments. Gap narrowed between PP and non-PP children.
PP children have equal access to extra curricular and cultural capital opportunities	PP pupils accessing all opportunities in school, including swimming and Rocksteady lessons Bursaries offered for free club places.
To ensure children make good progress in speech and language development and PSE across the EYFS.	Achieve National or above ELGs for Communication & Language and PSED at the end of Reception. Additional S&L needs identified and being met.

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: £ 76, 098

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of small group and 1:1 tutors	EEF +5 (1:1) EEF +4 (small group)	2
<i>Deployment of staff to enable small teaching groups in y4 and 6</i>	EEF +2	2
<i>Mastery Sustaining program CPD</i>	EEF +5	2
<i>Mastering Number Work Project Reception-Y2</i>	EEF +5	2

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

Budgeted cost: £ 22, 759

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One to one tuition and small group tuition</i>	EEF +5 (1:1) EEF +4 (small group)	2
<i>PSED interventions in EYFS and adjustments to learning environment</i>	EEF +4 (small group) EEF +4 (social emotional learning)	1 & 3
<i>Phonics teaching and intervention</i>	EEF +5	1 & 2
<i>Reading comprehension</i>	EEF +6	2
<i>Small class sizes (y4 and 6)</i>	EEF +2	2
<i>One to one tuition and small group tuition</i>	EEF +5	2
<i>Feedback to pupils</i>	EEF +6	1, 2

<i>Mastery learning in maths</i>	EEF +5	2
<i>Write Away Together Intervention</i>	What works well for pupils with specific literacy difficulties publication; EEF +4	2
<i>Accelerated Reading Program</i>	EEF + 5	2

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

Budgeted cost: £42,758

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA; Jigsaw4U; Off The Record</i>	EEF +4	3
<i>Mentoring</i>	EEF +2	4, 2 and 3
<i>Milk and Lunch</i>	BDA articles (Association of British Dieticians)	4
<i>Arts Participation – Rocksteady</i>	EEF + 3	4
<i>Physical Activity (Swimming_</i>	EEF + 1	4

Total budgeted cost: £ 141,615

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2022-2023

Intended outcome	Success criteria	
<p>To continue the good and accelerated progress of pupil premium children across the school, in reading, writing and maths</p>	<p>Achieve National or above in KS1 phonics check.</p> <p>EYFS phonics tracking data shows majority of the children are Entering Phase 4 Phonics stage.</p> <p>Achieve National or above in KS1 and KS2 Reading SATS</p> <p>Gap narrowed between PP and non-PP children.</p>	<p>Year 1 phonics check was 90% with 83% of PP children passing. Of the 2 who didn't, one child was 2 marks off and the other 6. Both children have made significant improvements in phonics this year.</p> <p>The majority of PP Reception children are entering phase 4, with those who are not, having SEND.</p> <p>See below for details</p> <p>The in-school attainment gap has widened between PP and non-PP. Additional measures have been noted on the SDP 2023-2024. However, the progress gap has reduced.</p>
<p>Improved attainment of PP children in reading, writing and maths</p>	<p>Achieve national or above average scores in EOY assessments.</p> <p>Gap narrowed between PP and non-PP children.</p>	<p>See below for details</p> <p>The in-school attainment gap has widened between PP and non-PP. Additional measures have been noted on the SDP 2023-2024. However, the progress gap has reduced.</p>
<p>Support PP families with identifying needs and supporting progress in school preparedness</p>	<p>Achieve national average progress scores in EOY assessments.</p> <p>Gap narrowed between PP and non-PP children.</p>	<p>See below</p> <p>Support for PP families is significant across the school.</p>
<p>PP children have equal access to extra-curricular and cultural capital opportunities</p>	<p>PP pupils accessing all opportunities in school, including swimming and Rocksteady lessons</p> <p>Bursaries offered for free club places.</p>	<p>100% of PP children had access to clubs and swimming. 100% of PP children accessed those clubs and swimming.</p> <p>Where appropriate, PP children were also given free breakfast club and full-time nursery spaces.</p>
<p>To ensure children make good progress in speech and language development and PSE across the EYFS.</p>	<p>Achieve National or above ELGs for Communication & Language and PSED at the end of Reception.</p> <p>Additional S&L needs identified and being met.</p>	<p>See below for details</p> <p>All PP children with additional S&L needs had these met through IEP/EHCP interventions and access to external services and referrals.</p>

Based on unvalidated NCER data (Perspective Lite November 2023)–

	School 2023 Disadvantaged	NCER National 2023 Disadvantaged (unvalidated)
KS2 (10)		
Reading EXP+	66.7	63.6
Writing Exp+	83.3	66.1
Maths Exp+	50	58.2
KS1 (16)		
Reading EXP+	87.5	53.9
Writing Exp+	68.8	44.4
Maths Exp+	68.8	55.7
EYFS (6)		
COM	83.3	69.5
PSE	100	73.9
PHY	100	76.4
LIT	83.3	54.5
MATH	83.3	63.8
UTW	100	69.4
EXP	100	76.8
GLD	66.7	50.1

2023 | Disadvantaged



KS2 Progress Summary List (NPD)

Estab No.	Estab. Name	Total Cohort	Avg. KS1 Pt Score	READING			WRITING			MATHS					
				Cover.	% Prog. Score ≥0	Avg. Prog. Score	Conf. Int.	Cover.	% Prog. Score ≥0	Avg. Prog. Score	Conf. Int.	Cover.	% Prog. Score ≥0	Avg. Prog. Score	Conf. Int.
	National (all schools)	195,100	7.2	94.2%	44.0%	-0.85	±0.03	94.7%	54.3%	-0.68	±0.03	94.0%	44.9%	-1.04	±0.03
	National (state-funded schools)	195,100	7.2	94.2%	44.0%	-0.85	±0.03	94.7%	54.3%	-0.68	±0.03	94.0%	44.9%	-1.04	±0.03
2068	Morden Primary School	14	7.7	92.9%	38.5%	-0.86	±3.42	92.9%	46.2%	-1.42	±3.29	92.9%	53.8%	-0.87	±3.22

Statement of challenges: Due to data outcomes for Summer 2022 and 2023, challenges and outcomes were modified for 2022-2023 and 2023-2024.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
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Parent Gym	Mind Gym
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