

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	East Morton CE Primary School
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	7.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 1 st 2021
Date on which it will be reviewed	November 1 st 2022
Statement authorised by	Anne Proctor (Headteacher)
Pupil premium lead	Emma Petts (Inclusion lead)
Governor / Trustee lead	Jonathan Gallucci (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 14,795
Recovery premium funding allocation this academic year	£ 2,000
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	£ 16,795

Part A: Pupil premium strategy plan

It is our intention that ALL pupils, irrespective of their background or their personal circumstances, make good progress and achieve high attainment across all subject areas. Our Pupil premium strategy is intended to support all disadvantaged pupils including high attaining pupils.

This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils and adopt an approach where all staff are focused on achieving the aims of this strategy and ensure high expectations for **all** children.

Principles:

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed
- We also recognise that not all pupils who are 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 disadvantaged.

KEY objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in Reading, writing and Maths.

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

- Attainment gap between disadvantaged/ non-disadvantaged
- Social and emotional difficulties
- Attendance and Punctuality issues.
- More complex family lives and increased external agency involvement
- Fewer opportunities for enrichment

The range of provision we consider making for this group include and would not be limited to:

- Additional learning support.
- 1:1 support
- Pay for all activities, educational visits and residentials
- Transition from primary to secondary and transition internally and into EYFS.

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- Ensuring children have first-hand experiences to use in their learning in the classroom.
- To allow the children to learn a musical instrument
- Behaviour and Nurture support

Challenges

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

Challenge number	Detail of challenge
1	There is an attainment gap between disadvantaged/ non-disadvantaged: Reading: -16% Writing: -31% Maths: -21%
2	Social and emotional difficulties (internal records) Observations indicate that the wellbeing and mental health of some of some of our disadvantaged pupils have been impacted to a greater extent than other pupils. This is supported by National studies.
3	Attendance and Punctuality issues. Some of our disadvantaged pupils are regular late attenders which impacts on their readiness to learn at the start of the day. The gap between PP and non PP attendance is -1.3%
4	Some of our disadvantaged pupils have complex family lives and external agency involvement (internal records) These children and their families require additional support from our Inclusion lead.
5	Some of our disadvantaged pupils have fewer opportunities for enrichment opportunities due to financial barriers

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
Progress in Reading	Disadvantaged children achieve national average or above progress scores in KS2 Reading 81 % of PP children targeted for ARE 19 % of PP children targeted for Above ARE

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Progress in Writing	Disadvantaged children achieve national average or above progress scores in KS2 Writing 81 % of PP children targeted for ARE 19% of PP children targeted Above ARE
Progress in Mathematics	Disadvantaged children achieve national average or above progress scores in KS2 Maths 87 % of PP children targeted for ARE 25 % of PP children targeted Above ARE
Phonics	All our disadvantaged children achieve the expected standard in PSC
Other	Attendance of disadvantaged pupils is above 95%

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. This strategy is based on research from the Pupil Premium Tsar Sir John Dunford and the Education Endowment Foundation (2019) 'The EEF Guide to the Pupil Premium – A Tiered Approach to Pupil Premium Spending: Adopting a Tiered Approach'.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£8,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Metacognition CPD	EEF evidence suggests the use of metacognitive strategies' can be worth the equivalent of an additional +7 months' progress when used well- particularly for disadvantaged pupils) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Metacognition CPD (external metacognition training and release time for curriculum lead to develop training) supports teachers in implementing a metacognitive approach in all subjects and across school.	1

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Purchase of standardised tests	Standardised Tests (NFER) can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct support through quality first teaching or interventions.	
Phonics- Little Wandle CPD	Only 50 % (1 out of 2) of PPG children passed phonics in Y1 in 2021. Systematic phonics teaching from Reception is essential for children to learn to read and access the full curriculum. Phonics approaches have a strong evidence base that indicates a positive impact on word reading, particularly for disadvantaged pupils. Children who can read by the end of Year 1 have the best opportunities to access the wider curriculum and make good progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Outdoor learning CPD	Outdoor Learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. The World Health Organisation finds that children raised with exposure to green space are as much as 50% less likely to develop mental health problems. The main intended outcome of this approach is to support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. https://evidenceforlearning.org.au/the-toolkits/the-teaching-and-learning-toolkit/all-approaches/outdoor-adventure-learning The application of these non-cognitive skills in the classroom could also have a positive effect on academic outcomes.	2 ,3, 5
Maths problem solving approach	Enhancement of our maths teaching in line with EEF guidance. Funding of additional release time for our maths lead to embed elements of a guided problem solving approach in maths. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/mathematics-in-key-stages-2-and-3 (Recommendation 3) https://educationendowmentfoundation.org.uk/news/eef-blog-integrating-evidence-into-mathematics-guiding-problem-solving	1
Inclusion/ behaviour CPD	Department for Education (publishing.service.gov.uk) In Tom Bennett's behaviour review, he identifies the importance of robust and effective CPD in playing a key part of creating a culture of behaviour. We intend to ensure all our staff have access to quality training on behaviour and inclusion.	1,2,4

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

Budgeted cost: £4200

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 reading support	The gap between PP/ non PP in reading has widened to 18%. PP read with an adult every day, including those who are high attaining. There is evidence that 1:1 teaching supports children struggling with aspects of literacy https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1
Targeted phonics support	Reading gap between PP/ non PP has widened to -18%. We will use the recommended catch up sessions linked to our validated systematic synthetic phonics scheme for children struggling to keep up with the whole class sessions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Bespoke approach specific to individual needs	As there are small numbers across school and within each year group, each child has their own individual pupil premium plan, which will address their individual needs.	1-5

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

Budgeted cost: £ £4200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support and nurture	There is an extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. EEF Social and Emotional Learning.pdf Each child will receive explicit teaching of the specific social and emotional skills as recommended in the EEF guidance report: Recommendation 1. The support provided will be from staff who have received appropriate training.	2,4
Enrichment support- clubs, trips, residential Music tuition and	Pupils who have access to sports clubs, extra-curricular clubs and music opportunities are more likely to attend school regularly. There is increasing international evidence that playing a musical instrument has a positive impact on attainment at school. The findings showed that the young people playing an instrument showed greater progress and better academic outcomes than those not playing with the	2, 3, 5

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arts participation	greatest impact for those playing the longest. Introducing-the-impact-of-instrumental-learning-research.pdf (musicmark.org.uk) EEF research also identifies that Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts participation EEF (educationendowmentfoundation.org.uk)	
Sing Up membership	Using sing up resources across the school to improve pupil wellbeing and learning outcomes. Sing up research and evaluation reports. Evidence of impact- positive outcomes for children https://bit.ly/3n3npkz Research evidence of the benefits of singing on health and wellbeing, behaviour and social impact Sing Up Foundation Singing & Health	
Inclusion lead	There is extensive evidence associating childhood social and emotional skills with improved outcomes in relation to physical and mental health, school readiness and academic achievement EEF Social and Emotional Learning.pdf Our inclusion lead will work closely with families to proactively support emerging needs. Assessment data of PP children and accurate diagnostic work will be used to identify trends and concerns. Attendance analysis to monitor 1:1 plans (As there are such small numbers across school and within each year group, each child has their own individual pupil premium plan, which will address their individual needs.)	1-5
Contingency fund for acute issues	We will set aside a small amount of funding to respond to needs that have not yet been identified	1-5

Total budgeted cost: £ 16,800

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. **Total 18,430**

Quality Teaching for all: Expenditure £2800

Desired outcome	Chosen action	Impact																
A,B,C Improved rates of progress and attainment	Singing phonics intervention for KS1	Very little impact due to COVID restrictions and singing. The books have been purchased but have had limited use due to the lockdown and restrictions on singing. <table><tr><td></td><td>Phonics screening</td><td>PP</td><td>Non PP</td></tr><tr><td rowspan="2">Pass</td><td>Yr 1</td><td>50% (1/2)</td><td>93%</td></tr><tr><td>Yr 2</td><td>100%</td><td>96%</td></tr></table> Despite the difficulties of the year and a period of working from home, the majority of children have passed the phonics screening. Those who did not pass will receive additional intervention in Yr 2 and this will feature on their individual pupil premium plan.		Phonics screening	PP	Non PP	Pass	Yr 1	50% (1/2)	93%	Yr 2	100%	96%					
	Phonics screening	PP	Non PP															
Pass	Yr 1	50% (1/2)	93%															
	Yr 2	100%	96%															
A,B,C Improved rates of progress and attainment	Reciprocal reading course Greater depth training	Anecdotal evidence from teachers and teaching assistants shows that they approach has been widely welcomed and very well received in classes, allowing teacher time and space to focus on skills teaching, the development of active reading skills and vocabulary acquisition. This whole school strategy was developing momentum when school was forced to close again. <table><tr><td>Reading</td><td>PP</td><td>Non PP</td><td>Gap</td></tr><tr><td>At + Abv ARE</td><td>71%</td><td>89%</td><td>-18%</td></tr><tr><td>At ARE</td><td>29%</td><td>45%</td><td>-16%</td></tr><tr><td>Below ARE</td><td>29%</td><td>11%</td><td>+18%</td></tr></table> The impact of National lockdowns has had a direct effect on the progress of our disadvantaged learners. The gap between PP and non-PP in reading at greater depth has been significantly widened from a gap of -5% in 2019-20 to -16% this academic year. The % of children failing to reach ARE was also increased from the previous year.	Reading	PP	Non PP	Gap	At + Abv ARE	71%	89%	-18%	At ARE	29%	45%	-16%	Below ARE	29%	11%	+18%
Reading	PP	Non PP	Gap															
At + Abv ARE	71%	89%	-18%															
At ARE	29%	45%	-16%															
Below ARE	29%	11%	+18%															
A,B,C. Improved rates of progress and attainment	Additional resources to develop problem solving in maths CPD – whole school	<table><tr><td colspan="4">Current Attainment</td></tr><tr><td>2020/21</td><td>PP</td><td>Non PPG</td><td>Gap</td></tr><tr><td>Maths ARE or above</td><td>71%</td><td>90%</td><td>-19%</td></tr><tr><td>Maths at ARE</td><td>21%</td><td>42%</td><td>-21%</td></tr></table> Weekly problem lessons were reintroduced following the second National Lockdown. Monitoring shows that children had lost many basic skills and confidence in maths.	Current Attainment				2020/21	PP	Non PPG	Gap	Maths ARE or above	71%	90%	-19%	Maths at ARE	21%	42%	-21%
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	problem solving approach	The impact of National lockdowns has had a direct effect on the progress of our disadvantaged learners. The gap between PP and non-PPG has widened in maths during 2021/21.
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Targeted support: Expenditure £13,000

Desired outcome	Chosen action	Impact																																							
A,B,C. Improved rates of progress and attainment	Individual action plans will tailor support to each child based on their individual needs	As there are such small numbers across school and within each year group, each child has their own individual pupil premium plan, which to address their individual needs. Plans are updated regularly throughout the year and outcomes for PP children are discussed during pupil progress meetings as a non-negotiable. <table><tr><th rowspan="2"></th><th colspan="2">Reading</th><th colspan="2">Maths</th></tr><tr><th>PPG</th><th>Non PPG</th><th>PPG</th><th>Non PPG</th></tr><tr><td>1</td><td>5</td><td>4.8</td><td>5.5</td><td>4.8</td></tr><tr><td>2</td><td>5</td><td>5.3</td><td>5</td><td>5.3</td></tr><tr><td>3</td><td>6</td><td>5</td><td>4</td><td>5.2</td></tr><tr><td>4</td><td>0.5</td><td>5.4</td><td>1.5</td><td>5.1</td></tr><tr><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td></tr><tr><td>6</td><td>3.8</td><td>5</td><td>5</td><td>4.8</td></tr></table> With exception of disadvantaged Yr 4 learners, Yr 3 learners in maths and Y6 in reading, outcomes for all disadvantaged learners show that they are making at least progress in-line with the non-group or in some cases even better. Attainment and progress was moderated through SLT Audits (Book scrutiny and evidence at pupil progress meetings.		Reading		Maths		PPG	Non PPG	PPG	Non PPG	1	5	4.8	5.5	4.8	2	5	5.3	5	5.3	3	6	5	4	5.2	4	0.5	5.4	1.5	5.1	5	5	5	5	5	6	3.8	5	5	4.8
	Reading			Maths																																					
	PPG	Non PPG	PPG	Non PPG																																					
1	5	4.8	5.5	4.8																																					
2	5	5.3	5	5.3																																					
3	6	5	4	5.2																																					
4	0.5	5.4	1.5	5.1																																					
5	5	5	5	5																																					
6	3.8	5	5	4.8																																					

Wider Support : Expenditure £19400 (£970 over spend)

Desired outcome	Chosen action	Impact
D. Learning behaviours will improve to allow greater access to the curriculum	Support from SEMH team – procured package	SEMH team have continued to work with class teachers supporting those with additional needs. Recommendations for individuals are followed to ensure needs of these children are being met.
E. Cognition and	Additional support from Cognition	The whole school training was held virtually and highlighted a number of resources and provision which would support the disadvantaged

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learning barriers for those PP children whose primary need is not economic deprivation will improve	and Learning team to improve basic skills. Inclusive classroom CPD	learners. This means that the teachers are well informed about support opportunities.																														
E. Cognition and learning barriers for those PP children whose primary need is not economic deprivation will improve	Diagnostic tools from GL assessments including LUCID and CAT4	CAT4 tests purchased and completed. Diagnostic reports given to class teachers to support work within the classrooms. Teachers offer bespoke provision. LUCID tests found not to be available in such small numbers.																														
F. Increased attendance rates for pupils eligible for PP	Inclusion leader to monitor pupils and follow up quickly on absences	PP attendance remains above the national average. COVID restrictions did make it difficult for children going on holiday which has had a positive impact on attendance. The gap between PP and non in19/20 and 20/21 has reduced slightly from -1.8 to -1.3% <table><tr><th colspan="2">Nat Ave</th><th colspan="2">2017/18</th><th colspan="2">2018/2019</th><th colspan="2">Spr 19/20</th><th colspan="2">2020/2021</th></tr><tr><th>pp</th><th>Non pp</th><th>PP</th><th>Non PP</th><th>PP</th><th>Non PP</th><th>PP</th><th>Non PP</th><th>PP</th><th>Non PP</th></tr><tr><td>94.1%</td><td>96.5%</td><td>95.9%</td><td>96.9%</td><td>95.4%</td><td>96.9%</td><td>95.1%</td><td>96.9%</td><td>95.7%</td><td>97%</td></tr></table>	Nat Ave		2017/18		2018/2019		Spr 19/20		2020/2021		pp	Non pp	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	94.1%	96.5%	95.9%	96.9%	95.4%	96.9%	95.1%	96.9%	95.7%	97%
Nat Ave		2017/18		2018/2019		Spr 19/20		2020/2021																								
pp	Non pp	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP																							
94.1%	96.5%	95.9%	96.9%	95.4%	96.9%	95.1%	96.9%	95.7%	97%																							
F. Increased attendance rates for pupils eligible for PP	Offer greater opportunities in school outside of the core curriculum	Provision of wider opportunities was restricted to bubble clubs due to COVID restrictions. Disadvantaged learners had at least 1 'bubble club' on offer throughout the year. Due to restrictions on days and times, the take up for disadvantaged learners was down on the previous year. Additional opportunities have been provided for disadvantaged learners to learn an instrument.																														

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
Spelling shed	Ed Shed
TT Rockstars	Maths Circle
Purple Mash	2simple
Grammarsaurus	Grammarsaurus

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A