

This statement details our school's use of pupil premium for 2023-2024

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	210 (PAN)
Proportion (%) of pupil premium eligible pupils	6.2% (23-24)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Overarching: 2021-2024 This year: 2023/2024
Date this statement was published	November 1 st 2023
Date on which it will be reviewed	November 1 st 2024
Statement authorised by	Anne Proctor (Headteacher)
Pupil premium lead	Emma Petts (Inclusion lead)
Governor / Trustee lead	Jonathan Gallucci (Chair of Governors)

Funding overview for 23-24

Detail	Amount
Pupil premium funding allocation this academic year	£22,900
Recovery premium funding allocation this academic year	£1885
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year (22-23) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£24,785

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 2021-2024

- 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 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:
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.
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 for 2023-2024
To improve progress in Reading	Achieve above national average outcomes in Y1 (Summer '24) Phonics Screening Check Achieve above national average outcomes in Y2 (Summer '24) Phonics Screening Check Achieve above national average progress scores in Reading in Y6 (Summer '24)
To improve progress in Writing	Achieve above national average progress scores in Writing in Y6 (Summer '24)
To improve progress in Mathematics	Achieve above national average progress scores in Maths in Y6 (Summer '24)

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 **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: **£11,450**

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 (release time for curriculum lead to develop training) supports teachers in implementing a metacognitive approach in all subjects and across school.	1
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.	1
Phonics- Little Wandle CPD/ resources	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

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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/eeef-blog-integrating-evidence-into-mathematics-guiding-problem-solving	1
Writing CPD Literacy lead facilitating Bradford Writing project and disseminating to develop writing in order to enhance writing teaching across school	Evidence shows that the effective in the teaching of writing include teaching pupils the writing process; teaching them to write for a variety of purposes; setting specific goals to pupils and fostering inquiry skills; teaching pupils to become fluent with handwriting, spelling and sentence construction, typing and word processing; providing daily time to write; creating an engaged community of writers. Department for Education - (publishing.service.gov.uk) Writing in Primary Schools 0.pdf (clpe.org.uk) Improving Literacy in Key Stage 2 EEF Improving Literacy in Key Stage 1 EEF	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

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

Budgeted cost: **£5725**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 reading support	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 PP read with an adult every day, including those who are high attaining.	1
Targeted phonics support	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics 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.	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: **£5725**

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, residentials Music tuition and arts participation	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 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	2, 3, 5

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Sing Up membership	areas of the curriculum. Arts participation EEF (educationendowmentfoundation.org.uk) 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: £24,785

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 **2022/23** academic year.

Quality Teaching for all: Expenditure £10,700
 Targeted Academic support: Expenditure: £5290
 Wider Strategies: Expenditure £5290
 Total : £21,280

Intended outcome	Success criteria	Impact/ review July 2023																																																																																																																																																									
Progress in Reading	Achieve above national average outcomes in Y1 (Summer '23) Phonics Screening Check Achieve above national average outcomes in Y2 (Summer '23) Phonics Screening Check Achieve above national average progress scores in Reading and Writing in Y6 (Summer '23)	Phonics pass Y1 66.6% (2/3 children) Phonics pass Y2 No retakes necessary PP Reading Ks1 50%GD 100% ARE PP Writing Ks1 0%GD 100% ARE PP Reading KS2 50% ARE 50% GD PP National Reading KS2: TBC PP Writing KS2 50% ARE 50% GD PP National writing KS2: TBC Progress in reading, writing and maths for PP children is higher than for non-PP children <table><thead><tr><th>Group</th><th>No</th><th>Read Prog</th><th>Writ Prog</th><th>Ma Prog</th><th>Avg Reading Score</th><th>Avg Maths Score</th></tr></thead><tbody><tr><td>All</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>All</td><td>30</td><td>1.04</td><td>1.09</td><td>-1.39</td><td>108</td><td>105</td></tr><tr><td>Gender</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>F</td><td>16</td><td>-0.97</td><td>-0.65</td><td>-2.70</td><td>108</td><td>106</td></tr><tr><td>M</td><td>14</td><td>3.33</td><td>3.09</td><td>0.11</td><td>108</td><td>103</td></tr><tr><td>PP</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>F</td><td>28</td><td>0.88</td><td>0.78</td><td>-1.58</td><td>108</td><td>105</td></tr><tr><td>T</td><td>2</td><td>3.33</td><td>5.42</td><td>1.20</td><td>103</td><td>101</td></tr></tbody></table> <table><thead><tr><th>Group</th><th>No</th><th>Exp Stnd RWM</th><th>Hgr Stnd RWM</th><th>Exp Stnd Reading</th><th>Exp Stnd Maths</th><th>Exp Stnd Writing</th><th>Hgr Stnd Reading</th><th>Hgr Stnd Maths</th><th>Hgr Stnd Writing</th></tr></thead><tbody><tr><td>All</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>All</td><td>30</td><td>80%</td><td>17%</td><td>93%</td><td>80%</td><td>87%</td><td>33%</td><td>27%</td><td>23%</td></tr><tr><td>Gender</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>F</td><td>16</td><td>81%</td><td>13%</td><td>94%</td><td>81%</td><td>94%</td><td>38%</td><td>31%</td><td>19%</td></tr><tr><td>M</td><td>14</td><td>79%</td><td>21%</td><td>93%</td><td>79%</td><td>79%</td><td>29%</td><td>21%</td><td>29%</td></tr><tr><td>PP</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>F</td><td>28</td><td>82%</td><td>14%</td><td>96%</td><td>82%</td><td>89%</td><td>32%</td><td>25%</td><td>21%</td></tr><tr><td>T</td><td>2</td><td>50%</td><td>50%</td><td>50%</td><td>50%</td><td>50%</td><td>50%</td><td>50%</td><td>50%</td></tr></tbody></table>	Group	No	Read Prog	Writ Prog	Ma Prog	Avg Reading Score	Avg Maths Score	All							All	30	1.04	1.09	-1.39	108	105	Gender							F	16	-0.97	-0.65	-2.70	108	106	M	14	3.33	3.09	0.11	108	103	PP							F	28	0.88	0.78	-1.58	108	105	T	2	3.33	5.42	1.20	103	101	Group	No	Exp Stnd RWM	Hgr Stnd RWM	Exp Stnd Reading	Exp Stnd Maths	Exp Stnd Writing	Hgr Stnd Reading	Hgr Stnd Maths	Hgr Stnd Writing	All										All	30	80%	17%	93%	80%	87%	33%	27%	23%	Gender										F	16	81%	13%	94%	81%	94%	38%	31%	19%	M	14	79%	21%	93%	79%	79%	29%	21%	29%	PP										F	28	82%	14%	96%	82%	89%	32%	25%	21%	T	2	50%	50%	50%	50%	50%	50%	50%	50%
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Progress in Mathematics	Disadvantaged children achieve national average or above progress	KS 2 PP Maths KS2 50% ARE 50% GD (See table above)																																																																																																																																																									

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	scores in KS2 Maths	
Other	Attendance of disadvantaged pupils is above 95%	PP: 92.5% (PP National is 91.6%) Non-PP: 96.1% ALL 95.8% (National is 93.7%)

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