

Pupil Premium Strategy Statement

1. Summary Information					
School	Morecambe Bay Community Primary School				
Academic Year	2017-18	Total PP budget	£222,000	Date of most recent PP Review	October 2018
Total Number of Pupils	303 +45 Nursery	Number of pupils eligible for PP - Nursery	173 (57%)	Date of next internal review	June 2019

Whole cohort data- KS2	Summer 17	Summer 18
% age achieving expected levels in Rea, Wri ,Mat	56%	49%
Reading progress score	-0.39	-0.7
Writing progress score	+1.78	-1.8
Maths Progress Score	-2.07	+0.8

	Pupils eligible for PP attaining expected standard			Pupils not eligible for PP attaining expected standard		
	Rea	Wri	Mat	Rea	Wri	Mat
Key Stage 1	35% (-45)	56% (-9)	44% (-36)	80%	65%	80%
Key Stage 2	68% (-11)	56% (-14)	60% (-33)	79%	69%	93%

Comparison of Attainment Bandings for PP children by raw score - Key Stage 1-2								
Reading					Maths			
KS1 Raw Scores	24+	20+	15+	-15	36+	25+	15+	-15
	35%	4%	9%	52%	44%	9%	17%	30%
KS2 Raw scores	100+	95+	90+	-90	100+	95+	90+	-90
	68%	14%	11%	7%	59%	24%	7%	10%

Summary from data.

When Nursery children are removed from the data, our numbers of PP children remain consistently high and well above national average and 2.5 x Lancashire average.

Writing attainment for all children at key Stage 1 is good, but slowed in KS2 for 17-18 Year 6 pupils, though this was not the pattern the year before. Current in year data for the new Year 6 cohort shows that a booster provision for FSM writers is needed and that this should complement the in school focus on Reading by enriching the text experience of this group of children to broaden vocabulary and extend complexity of language structures.

The gap in performance between PP children and non-PP children is greatest at Key Stage 1 and significantly closing by Key Stage 2 for Reading, the current Year 3 and Years 1-2 will therefore require PP improvement in Reading progress. Hence this year's focus on Reading in the School Improvement Plan.

Even though PP scores for Maths at KS2 are rising favourably, the progress in attainment for non PP has accelerated even further, with a big improvement across the school in overall Maths attainment and progress.

Our banding comparison show more PP children attaining at age appropriate than at KS1 with a marked reduction in the number of pupils substantially below age appropriate thresholds. The PP children can therefore be said to be moving closer to age appropriate, in both Reading and Maths.

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A	Developing a reading habit and enthusiasm for reading, being willing to vary and extend their reading material.
B	Current in year data for the new Year 6 cohort shows that a booster provision for FSM writers is needed and that this should complement the in school focus on Reading by enriching the text experience of this group of children to broaden vocabulary and extend complexity of language structures.
C	The current Year 3 and Years 1-2 will therefore require PP improvement in Reading progress. Hence this year's focus on Reading in the School Improvement Plan.

External barriers (issues which also require action outside school, such as low attendance rates)

D	Family support and pressure upon pastoral provision at more complex/ intensive level of need.
E	Numbers of books in the family home and attitude to reading.

3. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A	<p>Improved Reading attainment and progress for Writing for PP by :-</p> <ul style="list-style-type: none"> Developing a rich reading experience, with more complex vocabulary and language structure Booster interventions Year 3 and Year 2 in Writing Renewed focus on Phonics in Year 1-3 	<p>Children's attitude to reading improves with more choosing to read, and accessing the school library/ book corners.</p> <p>Children identify a growing range of genre, authors and styles of books amongst their chosen reading diet.</p> <p>Reading test scores improve. 60%+</p> <p>Phonics check scores improve - 65% -70% - Year 1, 60% - Year 2</p>
B	Improve writing stamina & numbers achieving age related expectations	60%+ of PP children reach age appropriate levels for Writing in Year 6

C	<p>Raise work rate & effort levels -</p> <ul style="list-style-type: none"> Effort Tracker interventions for targeted pupils in KS1 and KS2 	<p>Effort Tracker interventions for targeted pupils in KS1 and KS2</p> <p>All effort tracker children in Autumn have exited the programme by the end of the school year.</p> <p>HTG data for PP “Effort tracker” children shows them to be closing the gap on their peers.</p>
D	<p>Improve access to Reading at home.</p> <ul style="list-style-type: none"> 	<p>Run sessions for parents to read with their child in school.</p> <p>Provide training/information for parents on how to encourage your child to read.</p> <p>Book sharing schemes.</p>

4. Planned expenditure					
Academic year					
The three heading below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Better engagement with Reading leading to improved Reading Test Scores	Promote a love for reading and adoption of a reading habit. Book Gift schemes	Observations of children's reading habits.	See SIP Budget: £2000 to promote home reading	JS	Reading record checks, ½ termly staff workshops & termly data tracking
Better quality of language choice and sentence structure	Arising from exposure to and immersion in more sophisticated reading material.				
Accelerate the progress of Yr 6 PP writers	Booster provision - YR 6	EFF research Previous years' data following Booster sessions.	Oversight by Literacy Coordinator/ Phase leader	JS	Planning oversight, ½ termly progress meeting
				Total budgeted cost A	Dave/ Rosie £41000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementations?
Improve aspiration levels	Enabling Enterprise	Research - Enabling Enterprise & records. EFF - Meta cognition intervention	Termly staff meetings SLT overview £4800 pa	T.W.	Termly

Improve effort rates and attainment	Effort trackers & emotional barometers	EFF Meta cognition interventions	SC/CJ monitor alongside CB £17500	C.J	Termly
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementations?
Promote engagement & prevent exclusions	Nurture Group LM £55000	NG Research	Panel meetings & weekly supervisions	J.C	½ termly check on Boxall scores
	Therapeutic services £35000	Pupil engagement sessions	Panel meetings & weekly supervisions	J.C	½ termly pupil progress check
	Home/school liaison £55000	Pupil engagement scores		RH	½ termly pupil progress check
Close gap on peers	Top up SEN interventions £5000	Progress in learning passports		JC	½ termly pupil progress check
	Funded educational visits £12000	Pupil engagement scores		RH	½ termly pupil progress check
Stabilise vulnerable families during holidays	Summer school	CP Data			
				Total PP Cost	£227300