

Pupil Premium Strategy Statement

1.Summary Information					
School	Morecambe Bay Community Primary School				
Academic Year	2018-19	Total PP budget	£ 221,045	Date of most recent PP Review	July 2019
Total Number of Pupils	309 (- 23 Nursery)	Number of pupils eligible for PP - Nursery	158 (55%)	Date of next internal review	June 2020

Whole cohort data- KS2	Summer 18	Summer 19
% age achieving expected levels in Rea, Wri ,Mat	49%	31%
Reading progress score	-0.7	-1.3
Writing progress score	-1.8	+0.4
Maths Progress Score	+0.8	-0.7

	Pupils eligible for PP attaining expected standard			Pupils not eligible for PP attaining expected standard		
	Rea	Wri	Mat	Rea	Wri	Mat
Key Stage 1	70%	60%	65%	48%	48%	60%
Key Stage 2	44%	60%	48%	47%	59%	41%

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.

PP attainment at KS 1 exceeded that of non PP children in all subjects.

PP attainment in Reading and Writing at KS2 was broadly equal to non PP children and slightly better than non PP in Maths.

Progress at KS2 was more rapid for PP children in Writing and Maths.

52% of PP children made accelerated progress in Maths compared to 24% of non PP children.

52% of PP children made accelerated progress in Writing compared to 35% of non-PP children.

40% of PP children made accelerated progress in Reading, as did 40% of non-PP children.

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)

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| A. | Developing a reading habit, stamina and enthusiasm for reading, being willing to vary and extend their reading material. |
| B. | Closing gap for those not achieving Phonics scores in Yr 1 and 2 at the end of Summer 2019, particularly cohort of current Year 2 boys. 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. |
| C. | Improved higher order reading skills- ability to extract information from text rapidly, infer meaning, make comparisons across text and analyse authorial intent. |
| D. | Build a more extensive vocabulary to address issues around cultural capital. |

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

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| 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
<p>Improved Reading attainment and progress for Writing for PP by :-</p> <p>Developing a rich reading experience, with more complex vocabulary and language structure</p> <p>Enabling pupils to understand character development and authorial intent by close scrutiny of a variety of rich texts.</p> <p>Ensuring pupils develop a secure knowledge of phonics in order to improve speed and accuracy in Reading.</p>	<p>Children's attitude to reading improves with more choosing to read, and accessing the school library/ book corners.</p> <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>

		<p>Children identify a growing range of genre, authors and styles of books amongst their chosen reading diet.</p> <p>Reading test scores improve. 45%, 2019 to 66%+ Target 2020</p> <p>Phonics check scores improve – 54% -70% - Year 1.</p>
	Closing gap for those not achieving Phonics scores in Yr 1 and 2 at the end of Summer 2019, particularly cohort of current Year 2 boys.	<p>Staff training.</p> <p>Daily sequential teaching programme.</p> <p>Supplement existing Phonics readers, to broaden choice/ options.</p>
	Enable pupils to develop their understanding of character and authorial intent by close scrutiny of a variety of rich class texts.	<p>Develop cross-curricular reading opportunities through careful selection of texts to accompany topics.</p> <p>Staff training on Reading Comprehension.</p> <p>Ensure regularity and sequence of reading skills.</p>
	Improve organisation and structure of writing in order to express ideas and learning clearly and creatively.	<p>Ensure Reading to writing process is embedded.</p> <p>Sequential teaching of Writing skills reviewed.</p> <p>Develop imaginative and engaging writing through engaging broad curriculum opportunities.</p> <p>60%+ of PP children reach age appropriate levels for Writing in Year 6</p>
	Oral Literacy opportunities are enhanced to build vocabulary and writing.	<p>Use of Immersive Room and Drama lessons relating to texts.</p> <p>Class assemblies.</p> <p>Films in Media suite related to broad curriculum topics.</p>

4. Planned expenditure

Academic year 2019-20

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 Home Reading reward schemes High profile for Reading across school I-Pads to encourage access to reading. (£500)	Observations of children’s reading habits.	See SIP	JS	Reading record checks, ½ termly staff workshops & termly data tracking
Better opportunity to reinforce/ practice phonic knowledge	Arising from exposure to greater selection of Phonic based reading material in EY (£500)		Oversight by Literacy Coordinator/ Community Manager	JS/ TW	February Half Term
Enhance learning of Key Vocabulary	Create sequenced bank of key vocabulary linked to topics. Create displays to reinforce key vocabulary.		Oversight by Vocabulary lead staff member	NH	Half termly

	Model use of key vocabulary.				
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 transition arrangements, FS-Yr 1, Yr6- Yr. 7	FS Nurture Group arrangement Enhanced Mentoring for Yr 6	Research – Success of existing Nurture facility and Nurture Group evidence bases nationally	½ Termly staff meetings SLT overview	K.W	½ Termly
Provide interventions for Year 3 Phonics and Reading year 3-Year 6	Withdrawal sessions 1:1 –HLTA £75,000	Previous year’s data for progress against targets.	½ Termly review of Pupil Passport progress	JC	½ 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 £55,000	NG Research	Panel meetings & weekly supervisions	J.C	½ termly check on Boxall scores
	Therapeutic services £20,000	Pupil engagement sessions	Panel meetings & weekly supervisions	J.C	½ termly pupil progress check
	Home/school liaison staff £60,000	Pupil engagement scores		RH	½ termly pupil progress check

Close gap on peers	SEN interventions	Progress in learning passports		JC	½ termly pupil progress check
Ensure that all children have access to quality visits and visitors, to enhance learning across the broad curriculum experience.	Enhanced curriculum offer £4,000		Phase Leader supervision	CJ	½ Termly Termly Report to Governors
	Funded educational visits £10,000	Pupil engagement scores		RH	½ termly pupil progress check
Prevent CP Escalating during holidays	Summer school £5,000	CP Data		TW	
				Total budgeted cost	£230,000