



Morecambe Bay CP School 2019-2020

Pupil Premium Strategy Statement

1.Summary Information					
School	Morecambe Bay Community Primary School				
Academic Year	2019-20	Total PP budget	£ 215,780	Date of most recent PP Review	July 2020
Total Number of Pupils	311 (25 Nursery)	Number of pupils eligible for PP - Nursery	158 (55%)	Date of next internal review	July 2021

Summary

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.

Covid-19 and lockdown learning had a significant impact on availability of data and progress made by all children but most specially those who are eligible for PP.

In previous years

PP attainment at KS1 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 nonPP 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)	
A.	Developing a reading habit, stamina and enthusiasm for reading, being willing to vary and extend their reading material.
B.	To ensure children develop a secure knowledge of phonics in order to improve their speed at reading texts.
C.	Improved higher order reading skills- Enable pupils to develop their understanding of character and authorial intent by close scrutiny of a variety of texts
D.	Build a more extensive vocabulary to address issues around cultural capital.
	Reduce lack of social capital by providing children with opportunities to participate in discussions, presentations, performances, role play, improvisations and debates alongside broad curriculum opportunities.
External barriers (issues which also require action outside school, such as low attendance rates)	
	To enhance the wellbeing and positive behaviour of children and manage the impact of trauma within our community, for children, families and staff
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
To provide a holistic, broad and balanced curriculum that promotes wellbeing and positivity and success in learning and life.	Curriculum overview and topic matrices are updated. Progression in Skills for each subject being used throughout school to inform planning. Good subject coverage evident in Lesson Observations and work scrutiny. Wonderful Me topic covered well in school with excellent participation
Closing gap for those not achieving Phonics scores in Yr 1 and 2 at the end of Summer 2019.	Staff training. Daily sequential teaching programme.

		Supplement existing Phonics readers, to broaden choice/ options.
	Enable pupils to develop their understanding of character and authorial intent by close scrutiny of a variety of rich class texts.	Develop cross-curricular reading opportunities through careful selection of texts to accompany topics. Staff training on Reading Comprehension. Ensure regularity and sequence of reading skills.
	Enable children to organise and structure their writing in order to express their views and ideas clearly and creatively	Ensure Reading to writing process is embedded. Sequential teaching of Writing skills reviewed. Develop imaginative and engaging writing through engaging broad curriculum opportunities. 60%+ of PP children reach age appropriate levels for Writing in Year 6
	Oral Literacy opportunities are enhanced to build vocabulary and writing.	Use of Immersive Room and Drama lessons relating to texts. Films in Media suite related to broad curriculum topics. Identify key vocabulary for topics and subjects - age expected across the school/ age related
	To enhance the wellbeing and positive behaviour of children and manage the impact of trauma within our community, for children, families and staff.	Work with external consultant to address Trauma Informed Practice across all school systems, with staff meetings to understand ACEs and implications for Trauma informed practice. Regular reflective practice sessions implemented to provide elements of professional supervision alongside CPD on Trauma, both immediate and vicarious.

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?
Accelerate progress of target children in 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 Improve Library facilities High quality teacher interventions provided for target groups of children. £29,000	Observations of children's reading habits. In-school data systems	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
ii) Pastoral 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 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	£259,500