



Morecambe Bay Community Primary School
Station Road
Morecambe
LA4 5JL
01524 401002
Headteacher; Mrs Sue Taylor BSc (Hons)/QTS/NPQH/LLE

Pupil Premium Statement

2022-2025

Current Academic Year 2022-2023

This statement details our school's use of pupil premium (and recovery premium) 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 in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	288
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023; 2023-2024; 2024-2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs C Jones
Pupil premium lead	Mrs K Waddington
Governor / Trustee lead	Mr J Davis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 234,170
Recovery premium funding allocation this academic year	£ 23,780
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£257,950

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, those who struggle to attend school regularly, young carers and those whose struggle with social emotional or mental health challenges and those experiencing Financial challenge / Cost of living Crisis.

High-quality teaching and robust pastoral provision is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through catch up interventions for pupils whose education has been adversely affected.

Our approach will be responsive to common challenges and individual needs in our specific setting and will be based on robust diagnostic assessment of attainment needs. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	On entry to school there is a significant delay in oral language skills and personal, social and emotional development. Assessments, observations, and discussions with pupils also indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils across school.
2	Assessments suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This impacts their development as readers particularly with fluency. Some parents are unable to support children with reading at home.
3	<p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading, writing and maths.</p>
4	Our observations and discussions with staff and families have identified social and emotional issues for a high number of pupils.
5	The current deprivation profile of our children due to stagnation in social mobility, employment and access to learning within the local community impacts children's access to education, books and increased cultural opportunities.
6.	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.
7.	Poverty within families means that some children come into school hungry and without appropriate uniform.
8.	The emotional well-being of some children presents barriers to their learning due to poor sleep hygiene, poor self-regulation and struggles with behaviour/boundaries/parenting/emotional health.
9.	A higher than average number of pupils with specific or additional educational needs impacts progress and attainment in key areas.

10.	A higher than average number of pupils who are looked after, access early help or wellbeing services or who are subject to plans with the local authority impacts progress and attainment in key areas.
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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
1) Improved speech and language among disadvantaged pupils	Assessments and observations show significantly improved speech and language among disadvantaged pupils.
2) Improved reading attainment among disadvantaged pupils	Outcomes for disadvantaged pupils in KS2 SATs in 2025 show that more disadvantaged pupils reach age related expectations
3) Gaps in learning have reduced	Those pupils adversely affected by COVID-19 school closures have closed gaps in their learning and attain better
4) Numbers of children with social and emotional issues are reduced	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
5) Attendance of disadvantaged pupils increases	Attendance figures show an improvement in attendance for disadvantaged pupils so that it is in line with those who are not disadvantaged
6) Children have access to food and uniform	Family support in place reduces the numbers of children coming into school hungry or without uniform. Systems in school address this and provide support

	systems that leads to sustained improvement and independence with this
7) Numbers of children with behavioural challenges and poor sleep is reduced	The numbers of dysregulated children is reduced and awareness of good sleep hygiene and self-regulations techniques is increased.
8) Children and families have better access to learning and opportunities that increase their cultural capital	Wider opportunities in terms of visits, visitors and experiences are increased giving children and families access to activities that would ordinarily be beyond their reach.
9) Children have a good start to the school day	Provision of breakfast for families to help start the day so that children are not coming into school hungry. This will help better set children up for their learning.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 140,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	1, 2, 3, 4, 5, 6

Employment of one member of support staff as family support worker	Member of staff to support the social and emotional wellbeing of children and family support.	1,5, 7, 8, 9
Purchase of additional resources to top up books in our phonics scheme	Time for staff release and training to embed this in the curriculum; training time for staff.	5, 8, 9
Purchase of pupil tracker to track progress and attainment of pupils across all three key stages	Purchase of tracker and training for staff in the use of this so as to maximise impact	1, 2, 3, 4, 5, 6
Employment of a Learning Mentor	This is to support children in accessing the curriculum and raising attainment and progress.	1, 2, 3, 4, 5, 6
Business Manager Time	Time to track attendance and address persistent absence amongst pupils	5

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

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Tuition targeted at specific needs and knowledge gaps across school to support low attaining pupils or those falling behind, both one-to-one and in small groups.	2, 4
Engagement with tutoring to provide additional tuition in core subjects to help address	Tuition targeted at specific needs and knowledge gaps across school to support low attaining pupils or those falling behind, both one-to-one and in small groups.	2, 4

gaps in learning due to Covid- 19		
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	7, 8

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

Budgeted cost: £ 57,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor / Family Support Worker	Work with parents on good sleep hygiene for children who struggle to sleep and on social and emotional issues affecting learning.	5, 8, 9
Training on improving school attendance	Staff training on improving school attendance	5
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.	7, 8

Improve transition arrangements, FS-Yr 1, Yr6- Yr. 7	FS Nurture Group arrangement Enhanced Mentoring for Yr 6	7, 8
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also included the impact that Covid-19 has had upon standards and the barriers this presented to achievement of our aims.

We have looked at evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports and research about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider