



# Pupil premium strategy statement –Morpeth First School.



In June 2019, the EEF published a new guide on the Pupil Premium. The EEF Guide to the Pupil Premium aims to support schools in spending their Pupil Premium to maximise the benefit for their students.

The report recommends school take a tiered approach to Pupil Premium spending. Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.

Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional needs.

This statement details Morpeth First School’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils. (2023-2024)

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

The EEF (Education Endowment Fund) Toolkit was used alongside what has worked previously in school when deciding the evidence or rationale of the school’s action. Red shows the impact in months from research of our chosen activity.

See link for further information:

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

## School overview

Detail	Data
Number of pupils in school	366 in total  301 Reception to Year 4 39 place Nursery  The number of applications is consistently high and in some year groups the

	school is over subscribed. Most year groups are currently full.
Proportion (%) of pupil premium eligible pupils	October 2023 - 7.37% Pupil Premium (29 children) National average November 2023 – 22.5% 29 children are FSM (100% of PP children are eligible for FSM)  Looked after children 5 adopted
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024 <b>This report cycle covers November 2023- November 2024</b>
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Nadine Fielding
Pupil premium lead	Alison Fuller - EYFS /KS1 Deborah Kendrick - KS2
Governor lead	Craig Appleby

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,960
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£48,960</b>

## Part A: Pupil premium strategy plan

### Statement of intent

### Challenges

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

Challenge number	Detail of challenge
1	Many of our Pupil Premium children also fit into another vulnerable group, such as having an additional special educational need or identified as needing to work in the Nurture group.
2	Two children joined our school during 2020 who are living in adoption placements, both of whom have experienced recent significant trauma.
3	Some of our PP children have diverse individual needs, in terms of communication skills, social and emotional interactions, and limited experiences outside of school.
4	Some of our PP children did not engage as much as their peers with the remote learning during the lockdowns, so therefore have wider gaps in their knowledge than others. This is particularly prevalent in our KS2 children although we have worked hard to matos the gap in the previous 3 years. We continue to see an increased need in the SEMH needs of out children .
5	Parents and carers of PP children who have suffered with mental health issues during the lockdowns, were less able to support their children at home with learning.
6	Many of our PP children have experienced disruption to their home lives due to their parents separating. This has seen an increase in anxiety levels in the children, and gaps in their emotional wellbeing at times when they struggle to self-regulate.
7	Several parents of PP children have shared with staff that they are struggling to manage the behaviour of their children at home, so staff have signposting them to the appropriate agencies in order to seek support, and involving the child in the school Nurture programme.

### 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
PP Children with SEND will be able to work confidently, with some independence, once they have embedded all of the strategies required.	SEND pupils able to work in a larger group, and less SEND children needing to attend Nurture
School to work alongside external agencies to support the families caring for our most vulnerable children.	staff to be aware of county agencies offering support and also those+available online. Staff encouraged to enroll in CPD courses which may support mental health and well-being of SEND and PP.
To continue to increase the rich and varied experiences of 'cultural capital' offered to our most vulnerable pupils, in order for them to flourish alongside their peers. eg <b>Dave the therapy tortoise.</b> Forest School	PP children to have access to all activities which would usually incur a cost, including residential and out of school trips, music tuition, swimming lessons, extra-curricular clubs.
PP children to continue progress already made to narrow the gaps widened during the lockdowns, in terms of academic achievement between themselves and their peers.	The positive impact of intervention groups (NTP/Catch up funding) in Reading, Writing and Maths will show gaps narrowed and children to have caught up with peers.
Parents of PP children feel more confident to support their child with learning at home	Parents engage with workshops/ parents consultations/ drop ins and feel comfortable to share concerns with staff. Parents communicate appropriately with staff when school need to be aware of the child having difficulties. Use of seesaw as a less formal means of communication.
Children who have previously struggled with anxiety or had gaps in emotional development, make progress in terms of coping strategies and feel more comfortable to express the root of the anxiety.	Children who have accessed the Nurture programme become aware of anxiety triggers and develop strategies, initially with adult support, and then become more independent in doing this
Children attending the Nurture Programme during 2022/2023 will become more able to self-regulate and work independently in class	Less PP children will need the support of the Nurture Programme in order to access all learning in school successfully.
Children are calmer, both at school and at home, in order to access all of their learning successfully and make progres.	Parents feel comfortable and confident to share struggles with school, and recognise when children make progres. Strategies

	used by staff are communicated with parents to develop consistent approach.
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## 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: £ 11,463

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Ensure teaching in all subjects is of the highest quality and PP pupils make most progress as a result of quality first teaching.</i></p> <p><i>Staff development and quality CPD</i></p> <p><i>Continue to develop the following teaching strategies in all classes within school:</i></p> <ul style="list-style-type: none"> <li>- <i>Feedback: to ensure that the feedback provided to all pupils is instant and effective.</i></li> <li>- <i>Lead teachers disseminating strategies and supporting colleagues</i></li> </ul>	<p>DFE report: supporting the attainment of disadvantaged pupils: articulating success and good practice. Nov 2015 identifies QFT as the key to ensuring PP pupils make progress.</p> <p>No ECT employed currently</p> <p><b>Feedback (+1 year – EEF Toolkit)</b></p> <p>EEF Toolkit and research shows that all the approaches which we will focus on make positive differences to the attainment and progress made by all children.</p>	4,5
<p><i>Phonics teaching in EYFS/KS1(KS2 pupils fallen behind or who are new arrivals) in smaller groups and streamed across the school.</i></p> <p><i>Additional phonics catch up for pupils who have fallen behind.</i></p> <p><i>Continue to teach reading comprehension to all KS2 pupils on a</i></p>	<p><b>Phonics ( 2 years )</b></p> <p>Again Current year reading data for EYFS/KS1 was much stronger than previous years due to the impact of our way of teaching reading and our reading interventions.</p> <p><b>Reading comp strategies x3 sessions per week ( 2years of cycle)</b></p> <p><b>Small group tuition (2 years – EEF Toolkit)</b></p>	4,5

<i>frequent basis in smaller groups using reading VIPERS.</i>		
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 10,697

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>PP/SEND pupils will be targeted through support in class/additional interventions to ensure they make expected progress across the year through:</i> <ul style="list-style-type: none"> <li>• <i>Extra group work with teachers or TAs</i></li> <li>• <i>1-1 RWI interventions</i> <ul style="list-style-type: none"> <li>• <i>T4W taught as whole class to boost PP writing attainment.</i></li> </ul> </li> </ul>	The EEF Toolkit states that all of these strategies increase the attainment and progress rates of PP pupils.	1,2,4,5
<i>Whole school maths continuation of Maths Mastery HUB to address gaps in all year groups.</i>	<i>Mastery Learning (1year – EEF Toolkit)</i>	1,2,4,5

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

Budgeted cost: £ 26,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Build on our PP children's social and cultural capital and to give them access to life enriching experiences through:</i>	The Sutton Trust recommends that schools' pupil premium money could be used for enrichment vouchers to offer middle class experiences to those who actually need them most. Creating Cultural Capital (2015)	6,7,3

<ul style="list-style-type: none"> <li>• <i>PP pupils encouraged to take part in an extra-curricular clubs and ensuring we provide wider experiences and opportunities to enrich their understanding.</i></li> <li>• <i>Ensure all PP pupils are able to engage and take part in residential and trips.</i></li> </ul>	<p><i>(Pp participation in clubs monitored. Membership free for pp children and priority given.</i></p>	
<p><i>Children with specific behavioural, SEMH and learning needs are supported through specific interventions and children experiencing barriers to learning will be identified and the following support given:</i></p> <ul style="list-style-type: none"> <li>• <i>Sports Provision (clubs, sports leaders)</i></li> <li>• <i>Behaviour treat/reward</i></li> <li>• <i>Social and Emotional intervention groups - nurture nook</i></li> <li>• <i>Forest School provision</i></li> <li>• <i>Sports provision</i></li> <li>• <i>Access to sensory room and adult support</i></li> </ul>	<p><i>Social and Emotional learning +12 months (EEF Toolkit)</i></p> <p><i>Behaviour interventions +12 months (EEF Toolkit)</i></p> <p><i>Sports Participation +12 months (EEF Toolkit)</i></p> <p><i>Outdoor adventure learning +12 months (EEF Toolkit)</i></p>	<p>6,7,3</p>

**Total budgeted cost: £ 48,960**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*July 2023 review of PP data.*

*41% of PP achieved expected standard in reading*

*7% of PP achieved GD in reading (increase on last year)*

*41% of PP pupils reached expected standard in writing*

*7% achieved working at greater depth in writing (increased from last year)*

*48% reached expected standard in maths.*

*12% achieved working at greater depth in maths (increased from last year)*

*Further intervention to continue to boost performance of PP children in the final cycle of the 2021-2023 plan. Attainment has dropped due to COVID lockdowns which have affected years 2-4. We also have an increased number of PP children in school with SEND and / or who are identified as vulnerable children*

*Review of Pupil Premium Specific Targets 2021-2022. Year 1 of cycle.*

1. Many of our Pupil Premium children also fit into another vulnerable group, such as having an additional special educational need or identified as needing to work in the Nurture group. - Nurture Nook continues to help more than  $\frac{1}{3}$  of our pupils from EYFS to Year 4. 4 sessions run 4 days per week. Children are now grouped by need eg bereavement, anxiety, behaviour. Priority is given to PP and SEND children.

2. New children upon joining our school who are living in adoption placements, or those who have experienced recent significant trauma receive immediate support.

Interventions put in place after assessing the needs of our new children. Communication established with parents via seesaw, telephone and parent consultations.

3. Some of our PP children have diverse individual needs, in terms of communication skills, social and emotional interactions, and limited experiences outside of school.

Number of children attending nurture has increased to  $\frac{1}{3}$  of school roll including many PP children. Dedicated non negotiable time every week for social and emotional learning.

4. Some of our PP children did not engage as much as their peers with the remote learning during the lockdowns, so therefore have wider gaps in their knowledge than others. (KS2) Our younger children present with gaps in their social skills.

Daily phonics sessions across school targeted to individual needs from phonics assessments. T4W planned around class book, taught as a whole class. Mastery maths HUB introduced.



5. Many of our PP children have experienced disruption to their home lives due to their parents separating. This has seen an increase in anxiety levels in the children, and gaps in their emotional wellbeing at times when they struggle to self-regulate.

*These children continue to be identified and monitored then referred to nurture if necessary. Managing anxiety and self-regulation covered in dedicated PSHE/ Character time*

6. Several parents of PP children have shared with staff that they are struggling to manage the behaviour/mental health of their children at home.

*staff have signposted them to the appropriate agencies in order to seek support, and involved the child in the school Nurture programme. Initial plans being developed to run parent drop ins focusing on issues faced by our parents.*

## 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
not applicable	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

### **How our service pupil premium allocation was spent last academic year**

our service pupil premium children benefit from all of the above whole school opportunities including smaller group sizes, the payment of school residential and clubs and access to a wide range of interventions.

### **The impact of that spending on service pupil premium eligible pupils**

pupils are well, supported and show progress academically

**Further information (optional)**

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