

# Morpeth First School:2015-2017 Pupil Premium Strategy Statement

1. Summary information			
<b>Total number of pupils</b>	297 (September 2016)	<b>Number of pupils eligible for pupil premium funding</b>	44 including 3 Early Years pupil premium children. 14.5% of total on roll.
<b>Number of pupil premium children in each year group:</b> Nursery = 1; Reception = 2 (1 Service ); Yr 1 = 8 (5 LAC); Yr 2 = 8 (2 Service); Yr 3 = 15 (2 LAC ); Yr 4 = 9 ( 2 LAC )			
<b>Total pupil premium budget:</b>	£62,140	<b>Amount per pupil:</b> Yrs 1 to 4 =£1,320 Early Years & armed forces children=£300 CLA=£1,900	
<b>Date of external pupil premium review:</b> September 2016	<b>Date of internal half termly reviews:</b> 31/10/16, 16/12/2016, 10/2/17, 31/3/17, 19/5/17 & <u>7/7/2017</u>		

2. Early Years: Children achieving a Good Level of Development in July 2016 (Reception class)		
	<i>Attainment of our children eligible for the Early Years pupil premium funding. 8 children</i>	<i>National average for others nationally. (This has not been published yet, so NA All stated.)</i>
<b>% achieving a Good Level of Development (GLD)</b>	57.1%	<b>NA All = 69.3%</b>

3. End of Key Stage 1 (Year 2) June 2016 Attainment Figures			
	<i>Attainment of our Year 2 pupils eligible for pupil premium funding. 12 pupils.</i>	<i>National averages for others nationally</i>	<i>Difference %</i>
<b>% reaching expected standard in reading</b>	75%	<b>78%</b>	<b>-3%</b>
<b>% reaching a high score/working at greater depth in reading</b>	<b>42%</b>	<b>27%</b>	<b>+15%</b>
<b>% reaching expected standard in writing</b>	67%	<b>70%</b>	<b>-3%</b>
<b>% reaching a high score/working at greater depth in writing</b>	<b>17%</b>	<b>16%</b>	<b>+1%</b>

% reaching expected standard in maths	83%	77%	+6%
% reaching a high score/working at greater depth in maths	42%	20%	+20%
% reaching expected standard in science	83%	85%	-2%

PLEASE NOTE % PP WORKING AT GREATER DEPTH

#### 4. Barriers to future attainment for pupil eligible for pupil premium funding in 2016-2017

A.	An increasing number of pupil premium children also have special educational needs.
B.	Some parents do not support home learning well e.g. do not hear their children read.
C.	An increasing number of LAC
D.	An increasing number of children requiring additional speech and language support.
E	Low self-esteem and low aspirations of some pupil premium children.

#### 6. Outcomes and success criteria for summer 2017

A.	<b>Early Years:</b> 51/60 – 85% of the cohort to achieve a GLD (Good Level of Development) and 60% of pupil premium children to achieve GLD. The gap between our pupil premium children and others nationally to reduce to 0% when national disadvantaged % known.
B.	<b>Year 1 phonics screening:</b> Maintain 95% of cohort to pass the phonics test compared to national 81% 2016 and 100% of pupil premium children compared to national 70% 2016. Warning note - Bigger school PP cohort 2017
C.	<b>End of KS1 (Year 2) % of cohort to achieve expected/better standard:</b> Reading 52/60 = 88%, Writing 48/60 = 80%, Maths 51/60 = 85% and combined RWM 75%. Reading PP = 80% , Writing PP = 73%, Maths 85%
D.	<b>Half termly impact evaluation and thorough tracking and monitoring of the attainment and progress of pupil premium children. There will also be regular progress reviews with parents and their children if they are at risk of not achieving their learning targets.</b>

#### 6. Planned expenditure 2016-2017

- i. Quality of teaching for all: to improve the percentage of good and outstanding teaching to 100%.

Desired outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact & further actions
<b>1) Ensure all teachers and teaching assistants have high expectations about the progress and attainment of pupil premium children, so they stretch and challenge them appropriately.</b>	* CPD on needs/support of pupil premium children and what good/outstanding lesson planning looks like focusing on match and differentiation. * SLT to QA lesson planning to make sure tasks are matched to ability and are challenging for both able and less able PP.	SLT observations occasionally note that pitch of learning tasks not always as closely matched to pupil needs as could be.  SLT need to ensure planning for PP/SEN is fully challenging when pupil recording skills do not match potential.	<ul style="list-style-type: none"> <li>• QA planning records</li> <li>• Book scrutinies - differentiation</li> <li>• Lessons observation</li> <li>• Sample PP Portfolios and Mentors' Pupil Interview sheets about lesson pitc16h</li> </ul>	HT & English subject leader	<b>Oct 2016</b> These actions are on-going.  Staff training schedule re differentiation planned commuted training days Spring 17
<b>2) All teachers and HLTAs have an intervention group linked to pupil premium or SEND outcomes for whom they are responsible.</b>	* Targets linked to pupil premium/SEND identified groups' outcomes agreed by end of November for HLTA's. Monitored half termly	Increase % of Pupil premium outcomes at Expected Y2 to 80% reading and 73% writing and all staff accountable for raising the attainment and progress of pupil premium children	HT and T/L governors to QA.	HT - teachers Dep HT- HLTAs	<b>Nov 2016</b> Book scrutiny noted good marking feedback but ongoing monitoring of PP pupil responses
<b>3) Improve the quality of feedback to PP pupils' response to initial marking comments so pupils' Purple Pen of Power responses from misconceptions/errors show understanding and learning embedded impacting on progress of pupil premium children.</b>	* Teachers respond verbally to pupil responses to teacher written feedback of pupil premium /SEND children in greater detail so children know how to improve their work.	Teachers ensure clear guidance and challenge to maximise the improvement in learning	Half termly book scrutinies	All teachers  HT and KS Coordinators to QA	
<b>Total budgeted cost</b>					<b>£1,000 for monitoring Teaching quality</b>
<b>ii. Targeted support for pupil premium children to help them catch up with their peers.</b>					
Desired outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact & further actions

<p><b>EARLY YEARS</b> 60% of pupil premium children to achieve GLD. Gap between our pupil premium children and our others to reduce from 22% to 15% ( depending on Cohort PP numbers )</p>	<p>* Embed Early Years Talk Boost. * Upskill TAs via Outstanding TA programme so the quality targeted support improves. *Daily Phonics *PP teachers Sp/Lang, Phonics, Early Writing * Continue with “Numicon” interventions from 15/16 *Yr 4 Buddies – ‘Big Book reading, high frequency flash cards, painting letters</p>	<p>Some have poor speech and language skills when they start nursery.  Disadvantaged need more targeted support to achieve GLD re phonics /writing.</p>	<p>Learning walks and workbook scrutinies.</p>	<p>EYFS leader</p>	<p>Raising Planning/Timetabling expectations of what is achievable within Ofsted EYFS teaching environment ∴</p>
<p><b>Yr 1 PHONICS</b> Maintain 90-100% of pupil premium children to pass the phonics test in 2017 (depending on numbers in cohort ) .</p>	<p>* Intensive daily phonics support for this group from HLTA</p>	<p>Pupil premium children maintain attainment comparable to their peers to diminish the difference.</p>	<p>Check that pupil premium children know their phase 1/2/3/4 phonics and can apply them confidently even with nonsense words.</p>	<p>Year 1 teacher &amp; English leader</p>	<p>Already having impact. Number of high frequency words/sounds known has increased. Yr 1 moved phonic phases by Oct half term</p>
<p><b>MATHS</b> Whilst well above National Age Expected and Greater Depth: End of KS1 85% of pupil premium children to achieve expected/greater standard End of KS2 80% of pupil premium children to achieve expected/greater standard.</p>	<p>* Continue to improve targeted support via “Numicon activities”. * NCETM subject knowledge audit to be done online by all teachers *Subject Manager to evaluate Maths recovery systems * HLTA Numbers Intervention Group KS1 + Mental Maths Intervention Groups KS2 * Dep Head Middle Maths/PP groups KS2</p>	<p>Pupil premium maths outcomes at KS1 are too low and well below the average for others nationally.</p>	<p>Further training for TA’s— in-house and via Outstanding TA course.  Challenging performance management targets, learning walks and workbook scrutinies.</p>	<p>Maths Subject Coord</p>	<p>Audit done and gaps in knowledge identified. Courses booked accordingly. Booster sessions started Oct 2016</p>
<p><b>WRITING</b> To extend beyond National Age Expectation and Greater Depth: 60% PP Age Expected KS1 20% PP Greater Depth KS1 50% PP Age Expected KS2 30% PP Greater Depth KS2 improve the SPaG writing skills for PP children by increasing technical skills with reference to punctuation and grammar</p>	<p>* Focus on Specific SPaG witing groups on Thursdays *Extend Cross Curriculum writing groups on Fridays *PP teachers twice weekly SPaG and writing groups *PP KS1 teacher Yr 1 grp below Age Expectation * HLTA 6 week intervention grps for SPaG and handwriting</p>	<p>Several children with excellent compositional ideas and writing fail to reach Age Expectation due to technical inaccuracies in punctuation and grammar</p>	<ul style="list-style-type: none"> <li>• Work scrutinies</li> <li>• Lesson Obs</li> <li>• Planning focus</li> </ul>	<p>Lit Sub Coord  Head  Dep Hd  KStg Coord</p>	<p>SPaG programme embedded through Writing Groups foc Booster sessions started</p>

<p>Improve spelling confidence and competence of KS2, boys especially.</p>	<p>*Termly Spelling Tests          *Cross yr grp Spelling/Phonics grps          *Extend teaching strategies to include visual, VAK, root patterns and syllables          *Teacher CPD courses/Gov training          *HLTA 6 wk intervention          Phonics/RWI grps KS1, Spelling grps KS2</p>	<p>Many PP pupils do not reach Age Expectation and Greater Depth due to spelling inaccuracies</p>	<p>PP Gov miscue analysis Yr 1-3 Spelling Tests and monitor 6 wk intervention programmes</p> <p>Lit Sub Coord attends Pie Corbet training on "Talk for Writing" and Spelling Strategies course cascaded to teachers and TAs to ensure greater consistency.</p>	<p>PP Gov Class Teachers</p> <p>Lit Sub Manag</p>	<p>Audit to be done Oct/Nov</p>
<p>Improve writing skills by employing more word building/mind mapping skills before asking children to write so that they have had an opportunity to verbally express themselves first &amp; work with a group to collect ideas. Follow up to Talk Boost KS2</p>	<p>*HLTA Mind mapping intervention group KS2          *Move from this story boarding to more narrative text.          *Writing through Humanities Project</p>	<p>Many of our PP children lack ideas/inspiration and the ability to express themselves orally so are often hindered in expressing themselves in writing, also</p>	<ul style="list-style-type: none"> <li>• Book Scrutinies</li> <li>• Wall Displays</li> <li>• Gov Invites</li> </ul>	<p>KSt 1 Coord with Lit Sub Manag</p>	<p>Planned for Nov 16</p>
<p><b>READING</b>  <b>Whilst well above National Age Expectation and Greater Depth:</b>  <b>End of KS1 80% of pupil premium children to achieve expected/greater standard</b>  <b>End of KS2 80% of pupil premium children to achieve expected/greater standard.</b></p> <p>Improve reading and confidence and fluency amongst PP children some of whom have learning difficulties.</p>	<p>* Introduce reluctant readers to reading ebooks in order for them to have an increased pleasure reading and engaging with print.</p> <p>*Purchase Barrington Stokes books with age appropriate reading matter but lower Reading Ages</p>	<p>Rates of progress too variable.</p> <p>Novelty of reading on iPad will be motivating (PP book).</p> <p>Storylines motivational for age of slower/reluctant readers</p>	<ul style="list-style-type: none"> <li>• Monitoring readers during regular lesson obs</li> <li>• PP readers heard every day by TAs</li> <li>• KStg Cord monitor planning and reading records</li> </ul>	<p>SMT</p>	<p>Ensure £200 PP allowance allocated to these</p>

<b>Learning Together re Home/School motivation to read</b>	*Establish Stay and Read groups similar to EYFS Story/Singing Phonics Groups	Significant evidence that children in families where they are supported with their reading at home, do much better than their peers who are not read with at home.	Gov Monitoring	KSt Coord	.
<b>Improve decoding and comprehension skills in PP children</b>	* Embed Read, Write Inc programme at KS1, Lexia, Phonographix * Ensure Teacher/HLTA training programme re Reading recovery systems * PP teachers reading comprehension/phonics groups * HLTA intervention groups weekly for RWI, Daily readers and nurture groups ( aspirations )				
<b>Total budgeted cost =</b>					<b>£32,000 teacher support (4 days) £15,000 1-1/grp HLTA support</b>

### iii CPD Training to raise the attainment and progress of pupil premium children.

<b>Desired Outcomes</b>	<b>Actions</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Impact &amp; further actions</b>
<b>Improved Teaching Knowledge of PP/SEN recovery and teaching methodologies</b>	*Each Key Stage Coordinator and SENCo train staff in the use of recovery systems eg RWI, Fuzz Buzz, Word Shark, Phonographix	A large range of reading and writing recovery systems used. Need to standardise approach so monitoring consistent by teachers and HLTAs	<ul style="list-style-type: none"> <li>PP/SEN Planning Scrutinies</li> <li>Observtns PP group Teaching by SENDCo/SEND Gov</li> </ul>	SENDCo	Staff knowledge of Recovery systems and correct match improved Nov 16 Further staff meetings Jan 17
<b>Pupil improvement in Spelling where PP do not attain Age Expectation at KS1 and KS2</b>	*Oct 16 – Yrs 2,3 and 4 NFER Spelling Tests and miscue analysis for root/visual clues	Some pupils with Age Expectation in Reading and Transcription do not attain overall writing due to Spelling errors	Monitoring teaching of Spelling re; copying, syllables, root families, visual patterns	PP Gov KStg Coord	Nov – staff clear of frequent visual root /phonic errors on which to focus teaching

<b>Increase staff knowledge of how PP/SEN pupils with processing and emotional problems learn</b>	*EP delivers staff training on Processing problems and shares teaching strategies *Teacher attendance at Partnership training on Attachment and cascade *Staff training and cascading about THRIVE, emotional and social regulation	A few PP/SEN pupils with learning and emotional needs are not meeting their potential. Different Teaching and Learning approaches to be explored in CPD.  Thrive groups established linked to PP Mentors	All staff participate in Processing and Thrive training Analyse impact through PP Mentor halftermly impact and progress	Head Whole Staff approach	Dec – EP staff meeting – Processing Techniques – 1,2,3 embedded in PP group teaching Thrive training booked for Spring commuted training day.
<b>Increase knowledge of Outstanding teaching across HLTAs who deliver recovery plans to PP/SEN pupils</b>	*Two HLTAs attend course for Outstanding TAs in Jan 17 delivered by Ponteland Middle School	In order for PP/SEN pupils to attain Age Expectations they need to be taught in small groups by highly skilled staff. These cannot always be teachers so desire to ramp up skillset of motivated HLTAs	HLTA tutorials for PP group preparation. Group Observations of recovery plans	Head Dep Head SEND Gov	Report to Gov March 17
<b>Total Budgeted Cost = £3,000 for training</b>					

<b>iv Learning Together to raise Parental Involvement to improve learning at home and at school</b>					
<b>Desired Outcomes</b>	<b>Actions</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Impact &amp; further actions</b>
<b>Remove the financial barrier to pupils accessing quality enrichment that enhances learning opportunities.</b>	*Paying for children to attend field trips and day trips and also for them to have music lessons.	Paying for these things might be a barrier to them accessing them	Check enrichments are impacting on pupil outcomes by looking at the quality of work produced after visits and trips.	Head	
<b>Involve parents in discussions on use of PP Allowance to access educational resources</b>	* Hold meetings with PP parents to look at ways we can help them to support their children's learning at home with educational resources eg games, Apps, ipads.	Parental involvement to ensure pupil access to educational support resources is not limited	PP Mentors to process and audit. Office staff to ensure personal allowance of £200 processed	Letters Dep Head  Class teachers	Interviews delayed until Jan 17
<b>Parent Coaching/Homework Groups established to improve pupil learning at home</b>	* Numeracy and literacy workshops to show parents how to support home learning. Personal invitations for hard to reach parents. PP Homework Groups with parents	Increased parental support will lead to increased progress and attainment	Frequency that parents hear their children read evidenced in homework diaries. Personalised Homework shared PP Parent Evaluations	K Stg Coord PP Mentors	EYFS reading grp autumn term
<b>Increase Parental Monitoring and Accountability</b>	*Half termly Pupil Portfolio Meetings to inform parents of PP attitudes and progress	Increased parental knowledge of pupil performance, targets met and targets set will lead to increased attainment 'Learning Together.'	PP Mentors to arrange half termly interviews from Jan 17	Class teachers PP Mentors	Update pre and on Feb 17 half term Parents' Evenings
<b>Poverty Proofing to ensure potential and aspirations maximised</b>	*Invite company to assess needs and aspirations of families with PP pupils	Audit PP children with access to computers/laptops/ipads. Self esteem interviews	Engage Poverty Proofing company as Partnership	Head	Assess resource/emotional needs re PP mentor input

**Total budgeted Cost = £8,000 for pupil resources**

<b>v Closer Monitoring and Tracking of PP Performance</b>					
<b>Desired outcome</b>	<b>Actions</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Impact &amp; further actions</b>
<b>Closer Tracking PP pupil Performance and Emotional needs</b>	<p>*Pupil Premium Portfolios established giving overview of 'whole' child in terms of cognitive and emotional/social needs.</p> <p>Pupil Premium HLTA Mentors appointed to be clear of whole child needs and to establish half termly progress and emotional needs interviews.</p>	Monitor PP inconsistent /stagnant progress to meet Age Expectations. Ensure social needs not affecting performance and aspiration.	<p>PP Mentors hold half termly interviews with named PP children to share areas of academic and emotional need.</p> <p>PP pupils' views and progress tracked in PP Portfolios</p>	<p>PP Line Manager</p> <p>HLTA PP Mentors</p>	<p>Pupils like academic/emotional mentor.</p> <p>Review March 17</p>
<b>Parents of PP children well informed and up to date with academic/social needs</b>	Half termly meetings to discuss cognitive/emotional targets.	Ensure all stakeholders aware of any issues impeding progress of PP pupils	Class teacher communicates with parents to establish half termly targets.	<p>Class Teachers</p> <p>HLTA PP Mentors</p>	Commence Jan 17
<b>Detailed half termly analysis of PP Portfolios and Interviews</b>	*Review, revise and revisit support mechanism and interventions for each PP yr grp as required.	Review and refresh progress requirements of all PP children	Half termly Summary Reports to Headteacher, PP Governor, Dat Sub and Full Governing Body	<p>PP Line Manager</p> <p>Dep Head</p> <p>PP Gov</p>	Review Feb 17
<b>Catch Up lessons established on top of weekly groups and PP lessons</b>	*Intensive afternoons addressing PP issues in each Key Stage re gifted and SEN PP children	Close tracking and intervention of PP children who are not making appropriate progress	Observation of intervention groups and Book Scrutiny pf named PP children	<p>Head</p> <p>PP Line Manager</p>	Collate ideas and impact



<b>Total budgeted cost</b>	<b>£3,000 for monitoring PP Performance</b>
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## 7. Review of expenditure

<b>Previous Academic Year</b>		<b>2015-2016</b>		
<b>i. Quality of teaching for all: to improve the percentage of good and outstanding</b>				<b>Total budgeted cost from main budget.</b>
<b>Desired outcome</b>	<b>Actions</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Increase % of class teaching to 70%	Training Costs Middle Managers, Outstanding Teachers, EP, SIP SLAs	60-80% of lesson obs graded Outstanding. Teacher knowledge improved through CPD to meet needs of PP/SEND children	Continue CPD to increase learning match to PP/SEND pupils	£10,000

## ii. Targeted support for pupil premium children.

<b>Desired outcome</b>	<b>Actions</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Increase the attainment and progress in reading comprehension and writing of PP children.	Specific intervention programme with 2 part time PP teachers.	80% EYFS attained GLD with writing intervention group mostly PP 79% PP Yr 2 children attained expected/greater in reading, 65% in writing, continue to increase latter 75% PP Yr 4 children attained expected/greater in reading, continue with SPaG intervention groups to increase writing	Yes. The impact of this concentrated time to focus on their individual problems means that the teaching was better focused on their particular needs and also meant that their confidence and willingness to write has increased considerably. They also have more technical skills to build words when writing.	£32,000

Improve speech and communication skills in EYFS.	Train TA and Teaching staff in Early Talk Boost. Buy materials and run course	Staff report that children in Nursery and Reception classes are much more focused and able to express themselves better, though PP children still not as fluent as an average child in the rest of cohort. They are within the normal range though.	Will continue to embed Early Talk boost.	£2,000
Increase recovery teaching resources	Purchase age appropriate readers, ICT software, ipads and apps, Phonographix	Staff and Governors report PP children more motivated and resources carefully matched to small learning steps.	Continue to expand through Parent interviews and PP Portfolios interviews	£3,000
More access to good quality support for PP children.	Increased HLTA and TA support in classes in order to support all children	This allows all groups within classes to have good quality support. See impact results Raise online and OfSTED Dashboard on web. Reading and Maths results well above national averages for PP children	Will be continued as above intervention groups. Closely monitored for 6 week progress.	£15,000
Contribution towards instrumental music lessons, educational visits, residential trips and creative art days.	Financial barriers to enrichment activities removed.	Increased self-confidence, particularly from those participating in music and outdoor activities and impact on writing and maths outcomes .	Will extend enrichment activities with impact on reading, writing and maths pupil premium outcomes through Parent interviews re personal learning allowances.	£2,000

## 8. Additional detail

For **additional** information and evidence relating to this plan please see SIP reports, Ofsted SEF Report, iTrack evidence, monitoring records and head teachers reports for governors.