

# Morpeth Road Academy Pupil premium strategy statement 2020-2021 (primary)

1. Summary information					
School	Morpeth Road Academy				
Academic Year	2020-2021	Total PP budget	£289,900	Date of most recent PP Review	Oct 2020
Total number of pupils	375	Number of pupils eligible for PP	223	Date for next internal review of this strategy	Jan 2020

1. Current KS2 attainment - from September baseline		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	To be added after Dec data drop	65%
% achieving EXS+ in reading	57%	73%
% achieving EXS+ in writing	To be added after Dec data drop	78%
% achieving EXS+ in maths	36%	79%

1. 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) Absence occurred through COVID-19	
A	A significant number of pupils join EYFS Nursery below age related expectations (Reading _65% below, Speaking _73%below, Writing _81% below, Number _88% below and listening and attention 66% below)
B	We have 211 children on PP and 104 SEND. 74 children are both meaning that 35.1% of the PP children are also SEND. 71.2% of the SEND children are disadvantaged. There are 30 children on the SEND register with SLCN as either primary or secondary need who are also PP. This is 14.2% of the disadvantaged cohort.
C	Higher percentages of disadvantaged pupils are below age-related expectations for phonics by the end of Year 1 and Year 2 Fewer disadvantaged pupils passed the phonics screening check in Year 1 (41%) <b>NO PHONICS SCREEN 2020</b> - 24 Chd from Y3-Y6 not passed Phonics screen = 11% of KS 2 children - 75% of these children are disadvantaged
D	Fewer disadvantaged pupils in KS1 reach the expected standard in reading, writing and maths
E	Fewer disadvantaged pupils in KS1 reach the higher standard in reading, writing and maths-
F	Fewer disadvantaged pupils in KS2 reached the expected standard in reading and writing

G	Fewer disadvantaged pupils in KS2 reach the higher standard in reading, writing and maths
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
H	The attendance of disadvantaged pupils requires targeted support so that it does not fall below the school target of 96%
I	Large % of our disadvantaged pupils cohort have additional barriers to learning such as external agency input through Children's Services, Early Help, Social, emotional and mental health difficulties, Operation Encompass
J	Additional Impact of COVID-19 on attendance, progress, of disadvantaged pupils
K	Deterioration of children's mental health as a result of COVID-19

1. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Chn will continue to make accelerated progress in EYFS to account for the low entry points of many children so that attainment is in line with National at the end of EYFS	Disadvantaged children will attain in line with national EYFS standards in writing, reading and maths Higher percentages of children will reach expected attainment in the synthetic phonics programme (RWI) so that higher % of chn , including disadvantaged children pass the phonics screening check at the end of Year 1 Nuffield Early Language programme applied for
<b>B</b>	All disadvantaged pupils with SEND will make good progress from their own individual starting point.	Progress of disadvantaged students with SEND will increase. The Whole School Progress Scores will ideally be 6 or more SP steps progress but no less than Reading (5.5 steps), Writing (5 steps) and Maths (5.5 steps). Where individual children's progress is not clearly reflected within assessment data, progress deemed 'good' by school SENDCO for individual needs will be evident in pupil progress books and other school monitoring systems.
<b>C</b>	Higher percentages of disadvantaged pupils will pass the phonics screening by the end of Year 1	The pass rate for Y1 disadvantaged pupils passing the phonics screening will be within 10% of national Children who do not pass will show that their score has increased by at least 3 times their baseline score at the end of Aut 1.
<b>D</b>	Higher percentages of disadvantaged pupils will attain at ARE by the end of Year 2 (to be at least in line with national)	The % of disadvantaged pupils attaining at ARE standard will be within at least 20% of National
<b>E</b>	Higher percentages of KS1 children will attain at the higher standard	The % of disadvantaged pupils attaining at GDS standard will be within at least 10% of National Other
<b>F</b>	Higher percentages of disadvantaged pupils will attain at ARE in writing by the end of Year 6	The % of disadvantaged pupils attaining at ARE in reading will be within at least 5% of National Other and in writing will be in line with national other
<b>G</b>	Higher % of disadvantaged pupils in KS2 will reach the higher standard in reading, writing and maths	The % of disadvantaged pupils attaining at GDS in reading, writing and maths will be in line with National Other
<b>H</b>	The attendance rates for disadvantaged pupils will continue to be in line with national expectations and will increase to be in line with school attendance rates for non-disadvantaged pupils	The school's attendance rate will be above 96% The school attendance rate for disadvantaged pupils will match that of non-disadvantaged pupils currently a 2% difference
<b>I</b>	School support systems will continue to identify additional barriers for disadvantaged pupils and provide appropriate support for these chn and their families	School CPOM audits will show that genuine concerns are documented by staff and that appropriate actions are implemented in a timely manner. Safeguarding review identifies the school is compliant at Safeguarding and is working to be even better.

J	All children who attend school from September 2020 will have access to a recovery curriculum which will enable them to make progress in line with ARE.	Implementation of COVID reintegration plan Recovery curriculum designed to fill gaps in children's missed learning Academic mentor schemes to be applied for to increase teaching capacity
K	Children's mental health needs will be identified and appropriate interventions will be provided to support their individual needs. The number of children who need to access this additional provision will decrease as they year continues.	Address Mental Health needs as a result of Covid-19 using Nurture provision where possible Nominate a Mental Health Lead in school Holding Hearts boxes for children in need Online Boxall profile After school nurture provision delivered by nurture TA Family team lead to enable specific family team leads Additional nurture team member to support

**The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.**

Evidence is taken from THE EEF GUIDE TO THE PUPIL PREMIUM- [https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil\\_Premium\\_Guidance\\_iPDF.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf)



**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?
A, B, C, D, E, F, G	Children are taught by experienced staff members who have the experience, knowledge and skills to teach to a high standard and also to coach other staff and share expertise They also have the expertise to positively influence the wider curriculum	<b>3. Quality teaching helps every child</b> Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While	<b>Careful recruitment</b> <b>Well-planned opportunities for coaching</b> in key areas such as EYFS assessment, teaching reading, teaching RE and MFL (new MFL teacher appointed) <b>School monitoring systems</b> to establish key areas of development for staff and also review carefully for impact with regards to progress for all pupils, including disadvantaged pupils	HoS	Jan 2021 impact

A, B, C, D, E, F, G	<p><b>Enhance the ability of the school's SLT to lead and evaluate school improvement effectively through carefully considered CPD in the following areas:</b></p> <p>Curriculum, school inspection, effective use of school data, assessment strategies and school leadership CPD such as through the Future Leaders Ambition Institute and EHT providers</p>	<p>the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.</p> <p>Teaching Spending on improving teaching might include <b>professional development, training and support for early career teachers and recruitment and retention.</b> Ensuring an effective teacher is in every class (QFT), and that every teacher is supported to keep improving, is the key ingredient of a successful school and <b>should rightly be the top priority for Pupil Premium spending.</b></p> <p><b>The EEF suggests that approx half of the PP spending is allocated to Quality Teaching for all</b></p>	<p>School SEF to inform CPD needs of leadership team</p> <p>Liaison with WISE about CPD provision</p> <p>Regular evaluation of school systems</p> <p>Collaboration with school leaders around impact and further CPD needs</p> <p>Retrieval training for staff to improve recall of knowledge</p>	EHT HoS SLT	Jan 2021 impact
A, B, C, D, E, F, G	<p>All teachers/ TAs receive appropriate CPD and coaching to ensure that their pedagogical knowledge and skills continue to improve and so that they provide at least a 'good' education for all pupils</p> <p>Teachers/ TAs who are already good or better are given opportunities to further develop their skills and knowledge through external CPD such as moderator training</p>	<p><b>The EEF suggests that approx half of the PP spending is allocated to Quality Teaching for all</b></p>	<p>School monitoring systems are regular and linked to appropriate areas of school development</p> <p>Areas where teaching could be improved are identified and appropriate CPD and coaching is organised to develop this further</p> <p>Impact is measured through monitoring and further actions are taken if necessary</p> <p>NQTs have a structured programme of support and an experienced mentor who is knowledgeable about the appropriate teaching phase - following the new Early Careers Teaching Programme</p>	EHT HoS SLT Teachers TAs	Jan 2021 impact
A, B, C, D, E, F, G	<p><b>To support quality teaching for all through enhanced curriculum resources e.g.</b></p> <p>Read Write Inc home reading books to ensure that reading books are carefully matched to chn's phonic ability, ipads to allow regular access to TTRS, AR, Spelling Shed and wider curriculum resources, and Accelerated Reader subscription, RWI Lid for parents, purchase of Lexia licenses, purchase of bridging phonics books for the gap</p>		<p>Purchase quality resources which are proven to have a positive impact on progress and attainment for all such as Accelerated Reader and RWI LID</p> <p>Carefully evaluate products to ensure that they match the school's curriculum intent and implementation vision</p> <p>Use assessment tools (FFT) which come with these resources to</p>	HoS SLT English/ Maths/ Science Leads	Jan 2021 impact

	between RWI and AR, STEM resources, use of FFT pupil tracker for targeted pupil progress/attainment		monitor impact on attainment and progress		
A, B, C, D, E, F, G	<b>To enhance attainment and progress for all chn by broadening knowledge of the wider world and increasing aspirations through visitors and educational visits- due to Covid this will initially be using online visitors</b>		Pupil Progress Meetings, data analysis, termly moderation, Accelerated Reader tracking, Spelling Shed tracking and TTRS tracking will carefully monitor chn's progress and will track/ evaluate effective use of teacher release time .  Engagement of children with Careers and aspiration using the Future Careers online programme and a job fair when covid allows.	HoS SLT Teachers TAs	<b>Jan 2021 impact</b>

**Total budgeted cost £120,500**

## ii. Targeted 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 implementation?
A, B, C, D, E, F, G	Provide opportunity for staff to be released to assess and consider the progress and gaps of all pupils, including disadvantaged pupils and to plan appropriate intervention to accelerate progress such as Accelerated Reader progress, new to school baseline, termly writing assessment, pupil progress meetings and intervention planning	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers, academic mentors and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.	Pupil Progress Meetings, data analysis, termly moderation, Accelerated Reader tracking, Spelling Shed tracking and TTRS tracking will carefully monitor chn's progress and will track/ evaluate effective use of teacher release time, analysis of interventions	HoS	<b>Jan 2021 impact</b>
A, B, C, D, E, F, G	To release SLT members, subject leaders and school SENDCO to ensure that teaching and learning is high quality, to track attainment of all pupils and to help plan appropriate intervention where necessary, including the purchase of an intervention tracking tool to review the impact of interventions . Fortnightly release time for all Subject leaders to ensure high quality learning for all	The causes and consequences of disadvantage are varied: Pupil Premium students are not a homogeneous group. Students eligible for the	Pupil Progress Meetings, data analysis, termly moderation, Accelerated Reader tracking, Spelling Shed tracking and TTRS tracking will carefully monitor chn's progress and will track/ evaluate effective use of teacher release time.	HoS	<b>Jan 2021 impact</b>

A, B, C, D, E	To provide appropriate and timely speech, language and communication intervention. Two speech and language staff to provide targeted support with a particular focus on EYFS and nursery	Pupil Premium are more likely to be low-attaining than other children. However, tackling disadvantage is not only about supporting low attainers. For example, disadvantaged students who achieve highly in primary school are much less likely than their peers to receive top grades at GCSE.	SEND reviews  Data analysis Tracking of sessions accessed by pupils	HoS SENDCO	<b>Jan 2021 impact</b>
<b>Total budgeted cost</b>					<b>£95,000</b>

### 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 implementation?
A, B, C, D, E, F, G, H, I, J	Family team to meet regularly to review attendance data and provide targeted support for persistent absentees and review covid related attendance issues	Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.  Additional impact of COVID-19.  While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category	Regularly tracking whole school attendance  Ensuring that attendance incentives are implemented well. Review and renew incentives.  Ensure that parents of chn with lower attendance are held accountable through school systems. Monitor non COVID-19 related attendance.  Monitor attendance of key pupil groups such as disadvantaged as well as attendance of individual pupils  Regular home visits/phone calls for students absent due to COVID-19.	HR/AP/VC	<b>Jan 2021 impact</b>
A, B, C, D, E, F, G, H, I, J, K	To employ a Family Team Lead Manager and nurture support to ensure that external barriers such as SEMH needs, children's services involvement, etc are identified quickly and appropriate actions/ intervention are put in place		Regular auditing of school safeguarding systems including actions recorded on CPOMS Staff Safeguarding survey.  Boxhall profiles to show positive impact of nurture.	EHT Hos HR FTeam members SENDCo	<b>Jan 2021 impact</b>

	<p>Additional provision to be set up for most vulnerable pupils in KS1</p> <p>To quickly identify children presenting with Social, emotional and mental health difficulties and identify appropriate support/intervention provided.</p>		<p>Alternative provision tool will show impact of nurture provision</p> <p>School tracking systems monitor the impact of nurture sessions Regular Family Team meetings to ensure barriers are met. Regularly review provision.</p> <p>Tracking document for disadvantaged pupils accessing; Free school meals - packed lunches to home, Food bank and Clothing</p> <p>Data analysis shows progress in core subjects. Attendance improved Reduction of concerns/incidents logged on CPOMS Records show clear identification and external support input where appropriate.</p>		
A, B, C, D, E, F, G, H, I, J, K	<p>To continue the use of an effective school communication system for recording behaviour, child protection, social and emotional, LAC to ensure earlier identification of issues .</p> <p>Buy into Family Gateway to support communication with families</p>		<p>CPOMS audit completed across 3 schools to ensure appropriate use of the system and also appropriate actions taken.</p> <p>Continuous tracking of low-level concerns enables chronologies to be created to track need for child protection referrals, SEND support and behaviour support</p>	EHT Hos HR FTeam members	<b>Jan 2021 impact</b>
A, B, C, D, E, F, G, H, I, J, K	<p>To increase parental engagement in children's learning through LID, school events, information leaflets and home reading incentives, use of facebook to share learning, new website to be developed to improve engagement with children's learning</p>		<p>School Tracking systems will show an increase in parent attendance at school events Reading tracking systems will show an increase in home reading frequency and parent comments Attendance at Online parent evenings Increased numbers of parents accessing information on School Facebook Page and Twitter. Online Parents forum to be trialled with FT - attendance numbers tracked. Parents &amp; pupils will access Google Classroom - monitored</p>	HoS English Leads FT SENDCo LJC	<b>Jan 2021 impact</b>

			Electronic equipment available to loan for students who are absent due to COVID-19.		
<b>Total budgeted cost</b>					<b>£74,400</b>

<b>1. Review of expenditure 2020-2021</b>				
<b>Previous Academic Year</b>				
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</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>
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</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>

<b>iii. Other approaches</b>				