

Morpeth Road Pupil Premium Strategy and Covid Catch up Statement

School overview

Metric	Data
School name	Morpeth Road
Pupils in school	317
Proportion of disadvantaged pupils	211/317 66.56%
Pupil premium allocation this academic year	£283800
Academic year or years covered by statement	2021-2022
Publish date	01 October 2021
Review date	01 October 2022
Statement authorised by	Deb Ward
Pupil premium lead	Felicity Troughton
Governor lead	Christine Collins

Disadvantaged pupil progress scores for 2019 academic year

Measure	Score
Reading	-2.3
Writing	-0.3
Maths	-0.9

Disadvantaged pupil performance overview for 2019 academic year RWM combined

Measure	Score
Meeting expected standard at KS2	62%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received in house and paid-for training to deliver the phonics scheme effectively.
Priority 2	Ensure all staff have up to date writing training and coaching to promote children's basic skills
Barriers to learning these priorities address	The children who have been most predominantly affected by Covid lockdown and bubble closures have access to teaching interventions
Projected spending	£29,000 catch up funding plus additional TA provision of £135,725 linked to TA provision Additional RWI training and release cover £195 per day for 10 days = £19,500. Support for NQT (1) and RQT (3) for CPD phonics, reading and writing £41,000 cover teacher.

Strategy aims for Covid Catch up and tutoring funding

Measure	Activity
Priority 1	Target gaps in Writing and reading caused by absences related to covid
Priority 2	Target gaps in Maths caused by absences related to covid
Barriers to learning these priorities address	The children who have been most predominantly affected by Covid lockdown and bubble closures have access to teaching interventions
Projected spending	<p>Total funding Recovery= £31,610 Tutoring= £24,503</p> <p>Additional Tutor for English= £25,296 Academic mentor=£6000 Clicker=£3000 (support with writing) TA Tutoring= £5000 Additional recovering funding spent on resources to support learning, and resources for family team/nurture</p>

Teaching priorities for current academic year 2021 2022

Aim	Target	Target date
Progress in Reading	<p>Phonics to be in line with National expectations at Y1 and Y2.</p> <p>Reading to be fluent by the end of KS1</p> <p>Reading at the end of KS2 to be broadly in line with National Expectations</p>	July 2022
Progress in Writing	Writing to address the identified SPAG needs across school and also at KS2 to be broadly in line with National Expectations	July 2022
Progress in Mathematics	Mathematics to be broadly in line with National Expectations at the end of KS2 and at Y4 the Times Table to be at least 20% higher than June 2021	July 2022
Phonics	To be broadly in line with National Expectations	May 2022
Other	<p>Improve attendance of disadvantaged children and SEND children to within 2% of National all children's expectations. Family Team member responsible for attendance £35,000.</p> <p>Assistant head teacher catch up, behaviour, CPD trainer, RQT and NQT mentor £25,000</p>	July 2022

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average scores in KS2 Reading above 0	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing above 0	Sept 21
Progress in Mathematics	Achieve average KS2 Mathematics progress score for our school is above 0	Sept 21
Phonics	Achieve national average expected standard in PSC	Sept 21
Other	Improve attendance of disadvantaged pupils to LA average (97.5%)	Sept 21

Targeted academic support for current academic year

Measure	Activity
Priority 1	All new staff to have RWI phonics training and existing staff have regular CPD refresher sessions
Priority 2	Writing is developed to enable children to have greater opportunity for writing in KS1 and for longer pieces of writing in KS2
Priority 3	Develop fluency in children and improve times tables retrieval
Barriers to learning these priorities address	The children who have been most predominantly affected by Covid lockdown and bubble closures have access to teaching interventions. Interventions are planned and monitored rigorously.
Projected spending	£205,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Providing incentives for reading and wider reading. Provide catch up learning interventions. Use Star reader to identify specific area of maths that require additional learning and teaching.
Priority 2	Focus on the SPAG aspects of writing and secure the non negotiables for all year groups. Review and improve KS1 writing in Y1 especially to ensure maximised opportunities for writing.

Priority 3	Embed maths mastery and develop children's arithmetic with special focus on Y4 times tables
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions Attendance to improve
Projected spending	£78,800 (from expenditure above) plus additional reading resources £5,000 per year.

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Providing CPD and gaptask time to embed CPD then monitor the impact and quality of CPD within the classroom and impact on children's recorded learning.	Training days. Staff meeting times for CPD input and then application time
Targeted support	Intervention groups for phonics, reading including tiered reading and maths focus learning	Academic mentor, TA deployment (with EHCP children) linked targets and intervention.
Wider strategies	Parents with personal weaker Literacy and numeracy skills and EAL parents have parental support sessions and opportunities (Covid allowed)	Work as a 3 school provision for support for parents through the family team and Family Team lead.

Review: last year's aims and outcomes were significantly affected by Covid 19

Aim	Outcome
Progress in Reading and Writing	Children of key workers and vulnerable children were able to access small classes and focus on reading and writing skills. Children who were accessing remote learning have more significant gaps in their learning that needs to be addressed in 2021/2022
Progress in Mathematics	Worsening of results since last year. As a result, mastery will be embedded across the school, to ensure we meet the aim.
Phonics	There is still a gap for the disadvantaged. Increased time for phonics and interventions. New aim of disadvantaged pupils meeting national average for all pupils by September 2021.
Other	Attendance was in above with National averages during lockdown