

# Morpeth Road Pupil Premium Strategy and Covid Catch up Statement

## School overview

Metric	Data
School name	Morpeth Road
Pupils in school	
Proportion of disadvantaged pupils	
Pupil premium allocation this academic year	£293,510
Academic year or years covered by statement	2022-2023
Publish date	01 October 2022
Review date	01 October 2023
Statement authorised by	Deb Ward
Pupil premium lead	Felicity Troughton
Governor lead	TBC

## Disadvantaged pupil progress scores for 2022 academic year

Measure	Score
Reading	
Writing	
Maths	

## Disadvantaged pupil performance overview for 2022 academic year RWM combined

Measure	Score
Meeting expected standard at KS2	
Achieving high standard at KS2	

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	<p>Subjects leaders to ensure that planning and delivery is well-matched to pupils' needs and address gaps</p> <p>Develop a range of strategies for retrieval and AfL to address gaps and identify academic need</p> <p>Targeted writing CPD, new progressive curriculum developed (using The Write Stuff) and implementation of writing teaching for EYFS, KS1 and KS2 to ensure a greater focus on basic skills and spoken language</p> <p>Monitoring, moderation and tracking systems ensure pupil progress increases pupil attainment throughout the year using intervention to address gaps in learning</p> <p>CPD to ensure the best practice is used across the school to improve provision and pedagogy</p> <p>The English curriculum includes quality opportunities for the improvement of SPaG, spoken language, spelling and dictation</p> <p>The maths curriculum develops the children's reasoning and problem solving skills through maths mastery</p>
Priority 2	<p>Reading is a school priority and as a focus within this the bottom 20% of children across school</p>

	Continue to develop fluency to enable children to exit the phonics programme more swiftly and focus PP children with tier 3 reading, AR and Reading Plus. Identification through Launchpad from Two year Olds to ensure children are phonics ready, focus on fluency in Reception in RWI
Barriers to learning these priorities address	The children who are in receipt of pupil premium and have been most keenly affected by Covid have access to in class appropriate pedagogy plus:- teaching interventions, clubs, boosters and tutoring. Implementation of tracking systems and personalised invitations to promote participation and reduce barriers and gaps.
Projected spending	<b>£29,000 catch up funding plus</b> additional TA provision of £180,000 linked to TA provision Additional CPD training and release cover £210 per day for 10 days = £2,100 for The Write Stuff and refresher RWI training plus support for ECT(3)and ECT +1 (1) for CPD phonics, reading and writing over learning of B20% scaffolding support SEMH/behaviour lead teacher £35,000 to support pupils across school with learning and developing learning behaviours within the classroom

## 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) and home support
Priority 2	Target gaps in maths caused by absences (related to covid) and home support
Barriers to learning these priorities address	The children who have been mostly affected by Covid and other absences have access to teaching interventions
Projected spending	Total funding Recovery= <b>£31,610</b> Tutoring= <b>£24,503</b>  Additional teacher for boosters = share of <b>£31,000</b> Clicker=£3000 (support with writing) TA Tutoring= £5000 Additional recovering funding spent on resources to support learning, and resources for family team/nurture

## Teaching priorities for current academic year 2022 2023

Aim	Target	Target date
Progress in Reading	Phonics to be in line with National expectations at Y1 and Y2. Reading to be fluent by the end of KS1 Reading at the end of KS2 to be broadly in line with National Expectations at ARE and GD	July 2023
Progress in Writing	Writing to address the identified lower attainment results including SPAG needs across school. KS1 to be broadly in line with National Expectations and KS2 to be inline with National Expectations at ARE and GD	July 2023
Progress in Mathematics	Mathematics to be broadly in line with National Expectations at the end of KS1 and at Y4 the Times Table to be at least 10% higher than June 2022 - increase to 73%	July 2023
Phonics	To be in line with National Expectations or above in Y1 and Y2	May 2023

Other	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.	July 2023
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### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average scores in KS2 Reading above +0.5	Sept 23
Progress in Writing	Achieve national average progress scores in KS2 Writing above +0.5	Sept 23
Progress in Mathematics	Achieve average KS2 Mathematics progress score for our school is above +0.5	Sept 23
Phonics	Achieve national average expected standard in PSC	Sept 23
Other	Improve attendance of disadvantaged pupils to average (97.5%)	Sept 23

Red= not achieved yet  
 Orange= partly achieved  
 Green= achieved

### Targeted academic support for current academic year

Measure	Activity
Priority 1	All new staff have RWI phonics training, reading training, coaching opportunities to observe outstanding practice. Existing staff have regular CPD refresher sessions
Priority 2	The Write Stuff introduced and schemes of work developed and implemented for spoken language, handwriting, spelling, grammar and punctuation and dictation.
Priority 3	Develop automaticity to increase fluency in children and improve times tables retrieval speed and accuracy.
Barriers to learning these priorities address	The children who are in receipt of pupil premium and have been most keenly affected by Covid have access to in class appropriate pedagogy plus:- teaching interventions, clubs, boosters and tutoring. Implementation of tracking systems and personalised invitations to promote participation and reduce barriers and gaps.

Projected spending	£290,000
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### Wider strategies for current academic year

Measure	Activity
Priority 1 Develop automaticity	Providing incentives for reading and wider reading. Provide catch up learning interventions. Use Star Reader and Star maths to identify specific areas of reading/maths that require additional learning and teaching.
Priority 2 Develop automaticity	Reading is a school priority and as a focus within this the bottom 20% of children across school Continue to develop fluency to enable children to exit the phonics programme more swiftly and focus PP children with tier 3 reading, AR and Reading Plus. Identification through Launchpad from Two year Olds to ensure children are phonics ready, focus on fluency in Reception in RWI
Priority 3 Develop automaticity	Embed maths mastery and develop children's arithmetic with particular focus on Y4 times tables- use of rockstars to support The children who are in receipt of pupil premium and have been most keenly affected by Covid have access to in class appropriate pedagogy plus:- teaching interventions, clubs, boosters and tutoring. Implementation of tracking systems and personalised invitations to promote participation and reduce barriers and gaps
Barriers to learning these priorities address	Attendance- to improve especially PA Home support- workshops, open mornings, forums, information leaflets, improved communications
Projected spending	£78,800 (from total project 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 tutor, TA deployment (with EHCP children) linked targets and intervention. Boosters, interventions and clubs
Wider strategies	Increase support for families in poverty- food bank, clothes bank, access to breakfast club, staggered payments, access to curriculum and subject learning support	Work as a 3 school provision for support for parents through the family team and Family Team lead. 3 school approach to supporting families personally and academically

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

Aim	Outcome
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 (just below)</p>
Progress in Writing	<p>Writing to address the identified SPAG needs across school and also at KS2 to be broadly in line with National Expectations</p>
Progress in Mathematics	<p>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</p>
Phonics	<p>To be broadly in line with National Expectations</p>
Other	<p>Improve attendance of disadvantaged children and SEND children to within 2% of National all children's expectations.</p> <p>Family Team member responsible for attendance £35,000. Assistant head teacher catch up, behaviour, CPD trainer, RQT and NQT mentor £25,000</p>