

Morland Area CE Primary Pupil premium strategy statement



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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.

School overview

Detail	Data
Number of pupils in school	Morland Area CE Primary
Proportion (%) of pupil premium eligible pupils	104
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	7%
Date this statement was published	2022-2025
Date on which it will be reviewed	07.11.24
Statement authorised by	07.11.25
Pupil premium lead	Louise Donnelly-Stott
Governor / Trustee lead	Louise Donnelly-Stott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,730 FSM £2,530 CFC
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£11,280

Part A: Pupil premium strategy plan

Statement of intent

- *We aim for all our PP children to make at least expected progress in core subjects but beyond where their tracking warrants this.*
- *We aim to harness wider opportunities for children across the curriculum in areas where they excel*
- *We have taken a lead in our cluster to look at our PP children collectively as our schools individually have few PP children. We are maintaining strategies that have been successful in accelerating pupil's progress.*
- *We aim to identify children early – including children who lie just above the threshold for FSM and show on our vulnerability indicator.*
- *We will monitor their progress half-termly so interventions are implemented in a timely and effective manner.*

Challenges

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

Challenge number	Detail of challenge
1	Children often become eligible in KS2 when there is a reduce amount of time to implement interventions.
2	We are a small school and have budget/staffing pressures to deliver interventions
3	Parents don't apply for funding and school supplements e.g.residentials and enhanced curriculum opportunities causing financial pressures
4	Providing good technology to support children's learning
5	Disadvantaged children are often 'masked' in our school in relation to pressures of e.g .zero hours contracts, vulnerable siblings, farming children – many sit just above the threshold

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
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All children are achieving at least expected progress and age related expectations in reading, writing and maths.	Children are on track to achieve at least expected – but GD where appropriate in Y6 SATs.
Children can access digital learning at home as easily as they can at school.	All children have appropriate devices to be able to work at home.
Children have equal opportunity to access the wider curriculum such as residential and the arts.	All children attend residential and have opportunities to access enhanced curriculum.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers are trained using the Great Teaching Toolkit to improve teaching and learning	The Education Endowment Fund recognises 'The Great Teaching Toolkit' which helps teachers to: set specific goals for improving their classroom practice, where everyone's voice is heard. build understanding in areas that make the most difference, develop skills through modelling, instruction, safe rehearsal and feedback. embed habits with development cycles of deliberate practice, feedback and reflection.	1, 2, 3
Children supported after school to complete homework and reading	Supporting reading comprehension strategies at After School Club focus on the learners' understanding of written text. Pupils learn a range of techniques, which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves	2
Training to support identification of vulnerable children and cascade information	Disadvantaged subgroup in Cumbria support the identification of children on a vulnerability scale so that appropriate interventions can be made to remove barriers make access to learning difficult. Implement the aims of Turning the Page on Poverty.	5

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants providing interventions and support in and outside the classroom.	Sutton trust evidence to show interventions such as reading intervention, maths recovery and Lexia Reading programme accelerate learning	2
Children have in class support to access the curriculum and extend their learning opportunities.	Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation (EEF)	1 & 2

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

Budgeted cost: £ 2280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for children to attend residential and trips	Children have opportunities to learn creatively and socially 'in the field'	3
Children have access to a suitable device to complete homework and research at home.	Children having access to technology and reducing the digital divide and access to e.g metacognition and self-regulation approaches to teaching, support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.	4

Total budgeted cost: £ 11280

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<u>Y1 Phonics</u> Boy = 37 Boy = 34. *pass= 32					
<u>KS1 SATs (Optional)</u> Boy reading – exp, Maths- Exp, GPS- Exp, Writing- Exp					
<u>Multiplication Tables checks</u> Boy = 25, Girl = 24, Boy = 21					
Pupil Premium Y6 SATs	Girl	Girl	Boy	Boy	
Read	EXP	EXP	GD	GD	100%
Write	GD	EXP	EXP	GD	100%
Maths	WT	EXP	EXP	EXP	75%
GPS	EXP	WT	EXP	EXP	75%
All children achieving expected or above and above local/national levels.					

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
N/A	

Service pupil premium funding (optional)

<i>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</i>
N/A
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.