

## 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 effect that last year's pupil premium funding had within our school.

### School overview

Detail	Data
School name	Morven Park Primary School
Number of pupils in school	446
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mark Watson, Headteacher
Pupil premium lead	Mark Watson, Headteacher
Governor / Trustee lead	Christopher Johnson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£232,555
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£232,555

# Part A: Pupil premium strategy plan

## Statement of intent

### What is the Pupil Premium?

The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. A provision is also made for children who have a parent in the armed services.

### Rationale

Morven Park Primary School is determined to ensure that all children achieve their full potential and receive the highest standards of teaching and learning through Quality First Teaching (QFT). Additionally, focused support and pastoral care outside of QFT is provided for children who require it to eliminate barriers to learning.

The Action Plan for Pupil Premium spending focuses on whole-school strategies that impact all pupils, strategies that target under-performing pupils and specific strategies targeting pupil premium pupils. We have a clear, strategic approach to the use of Pupil Premium funding, and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly, and in-depth data analysis ensures that the correct support and strategies are identified to maximise progress.

Strong leadership ensures that Pupil Premium funding has the necessary impact on achievement, attendance, and pastoral care. This includes an identified Governor with responsibility for Pupil Premium, the Head Teacher and Pupil Premium Champion who leads developments and disseminates information to all parties. All matters relating to the Pupil Premium are reported back to the Governor sub-committees, ensuring that the school is held to account for the impact of spending. Ensuring all staff take responsibility for Pupil Premium actions enables school to develop a strong, comprehensive, and sustainable support package which leads to improvements in outcomes for all children.

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Language skills in Foundation Stage are often lower for disadvantaged pupils than other groups. This in many cases hinders their progress throughout school.
2	Higher ability disadvantaged pupils require additional support to make the necessary progress to achieve the higher standard.
3	Lower attaining disadvantaged pupils often make less progress in reading than their peers. They frequently lack fluency, comprehension and inference skills.
4	Several disadvantaged children need support to allow them to have solid foundations for learning.
5	Disadvantaged pupils have limited experience and knowledge of their own community and the wider world. This has a significant impact on their vocabulary, comprehension skills and ability to be creative writers, which is required for them to access the curriculum.
6	Disadvantaged pupils' knowledge of the social conventions of language is limited and some families are not able to help their children gain these skills. Some pupils also struggle with expressing their feelings and emotions and managing social situations and relationships.
7	Children's lack of aspiration has a negative impact upon their desire to achieve and reach their full potential with us and as they progress through their future academic studies.
8	The attendance of disadvantaged pupils continues to improve to be nearly in line with other pupils but there are more disadvantaged pupils with persistent absenteeism. Although the rate of persistent absenteeism has improved it is notably higher in our disadvantaged group of children.

## 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
<p>To improve progress and attainment in English for disadvantaged pupils across school. Ensure that all disadvantaged pupils acquire the correct phonetic knowledge to aid early reading.</p>	<p>Disadvantaged pupils' work shows evidence of improved sentence structure, wider use of adventurous vocabulary; application of age-related grammar elements and extended independent writing. Outcomes are clearly linked to the extra experiences provided by the school.</p> <p>Intervention data shows disadvantaged pupils make accelerated progress through the book bands and in their fluency, comprehension and inference skills.</p> <p>It is evident that disadvantaged children are making the phonic and reading progress in line with their peers.</p>
<p>To improve the progress of higher attaining disadvantaged pupils so more children make the accelerated improvement required to reach the greater depth standard in RWM.</p>	<p>High Attaining disadvantaged pupils are on track to achieve the higher standard in all year groups. Targeted pupils make accelerated progress. At the end of Key Stage 2 the percentage of pupils achieving a greater depth standard in all subjects, increases from 2% to be in line with all pupils nationally at 8% (2024 national figure)</p>
<p>To improve pupils' speech, language and communication skills across the Foundation Stage, KS1 and KS2.</p>	<p>Disadvantaged pupils in FS make accelerated progress in speaking, listening, and understanding across three terms. At the end of F2 the proportion of disadvantaged pupils meeting age related expectations increases and the gap to non-disadvantaged pupils narrows from 26% in 2024. Targeted pupils in KS1 and 2 make progress through the school's C&amp;L assessment.</p>

<p>To decrease the proportion of disadvantaged pupils who are persistent absentees and maintain the gains made in the attendance of disadvantaged pupils in previous years.</p>	<p>Overall attendance for disadvantaged pupils is in line with the school's target of 96%. The percentage of disadvantaged pupils who are persistent absentees reduces from 22 % to close to their peers and the FFT national average of 16%. (Using 2024 FFT school and national data as a comparison)</p>
<p>To ensure that disadvantaged pupils are ready to learn at the start of the day, are reading regularly to an adult and have completed their homework. They have the aspiration to work hard and achieve well at school.</p>	<p>The breakfast club is well attended with at least 40% of disadvantaged pupils attending.</p> <p>All pupils are heard read at least twice a week.</p> <p>The pastoral team reports that all disadvantaged pupils are completing their homework and targeted children are supported pastorally at school.</p> <p>Children can talk about their plans for the future and know how important a good education is to achieve their goals.</p>

Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £172,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to fund a Speech and Language Teaching Assistant (SALT) in school...</p> <p>Provide resources for the above</p> <p>Continued professional development for all Foundation Stage staff.</p> <p>Implementation of Nuffield Early Language intervention.</p>	<p>To enable pupils to improve their speech and language skills in the Foundation Stage and in other areas of school.</p> <p>Working with parents supporting their children’s development.</p> <p>Pupils in FS make accelerated progress in Communication &amp; Language</p> <p>High staffing levels address low attainment on entry through structured play, a focus on physical development and support for Communication &amp; Language skills</p> <p>Pupils working on individual speech and language programs make good progress through their objectives.</p> <p>Staff are trained to use NELI resources so that interventions take place in Foundation Two classes.</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p>
<p>Full time Early Years Play worker in Foundation Stage1 and 2.</p>	<p>Address the low baseline on entry data though additional adult support, particularly focusing upon physical development &amp; speaking strands.</p>	<p>1</p>

	<a href="https://www.educationendowmentfoundation.org.uk">Physical development approaches   EEF (educationendowmentfoundation.org.uk)</a>	
Staff release time to support the leadership and management of pupil premium strategies.	<p>Relevant leaders and staff across school are released for one day to ensure pupil premium provision is monitored and evaluated termly.</p> <p>All class teachers hold structured conversations twice a year with the parents of disadvantaged children to set targets and discuss the support and provision we have in place and the help we require from home.</p> <p>Those unable to attend will be offered a home visit.</p> <p>Initial meeting in Autumn Term and follow up meeting in Summer Term.</p>	4, 7, 8
Additional Teaching Assistants full-time in all phases.	<p>Accelerated learning for targeted children throughout the year to narrow the gap between PP pupils and other pupils.</p> <p>Specifically target lower attaining PP pupils in reading and writing and higher attaining pupils in reading, writing and mathematics</p> <p>Increased phonics and early reading.</p> <p>Catch up phonics sessions.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Teaching assistance interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 3, 4

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

Budgeted cost: £97,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Teachers in Year 1/2, Year 3 / 4 and Year 5/6 to support PP and catch up initiatives. Reading, Writing and Mathematics.</p> <p>Additional teacher released to support Year1 to Year 4 weekly reasoning sessions.</p>	<p>Provide accelerated learning for targeted children throughout the year to narrow the gap between disadvantaged pupils and other pupils.</p> <p>Specifically target lower attaining disadvantaged pupils in reading and writing and higher attaining pupils in reading, writing and mathematics.</p> <p>Specific catch up for Mathematics.</p> <p>Children are given pre-teach and post-teach opportunities to prepare them for learning and reinforce the concepts taught.</p> <p>In Years 1 to Year 4 both class teachers team teach each class for one reasoning session a week.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p>	<p>2, 3, 5</p>
<p>Booster reading groups use FFT reading support programs. .</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	

Booster classes and after school clubs.	Accelerating learning and progress.  Raise self-esteem, promoting confidence, social skills and increasing motivation.	2, 3, 4
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### **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £60,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Attendance support for key groups and families – led by, Pastoral Manager, Learning Mentor and Admin Attendance Manager.  Weekly meetings. Parental Liaison. Home visits. Positive rewards.	Improved levels of attendance, punctuality, and a decrease in persistent absentees – targeted support for approximately 12 families across the year groups.  There is an obvious positive impact from the measures the school takes to tackle this issue. There is a marked decline in the absences of targeted pupils. The attendance panel is well attended and allows the school to engage with parents to make the necessary improvements.	4,7,8
Breakfast club serving approx. 60 children with enhanced provision for 30 vulnerable children - led by Breakfast Club Manager and 6 staff.	Improve attendance, punctuality, wellbeing, and readiness to learn.  To allow PP children to access Breakfast Club at a much-reduced charge.	2,3,4

<p>Improving children's aspirations through guest speakers, school visits and enterprise initiatives.</p>	<p>To help our young people to be more informed allowing them to take the pathways that are likely to lead to fulfilment of their ambitions.</p> <p>Children get an understanding of the world of work and know that there are limitless opportunities if they work hard and have ambition.</p> <p>Children are given tasks that require them to plan, budget, produce and market a finished product competing against their peers in an 'apprentice' style scenario.</p>	<p>8</p>
<p>Subsidise school trips, visits, performances and residential.</p>	<p>Trips and enrichment events in school are funded to give children first hand experiences that allow them to produce quality final products, particularly in writing.</p> <p>School budget to fund Pupil Premium children by a minimum of 50%</p>	<p>2, 3, 6,8</p>

**Total budgeted cost: £232,555**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Aim	Outcome
To improve progress and attainment in English for disadvantaged pupils across school.	Disadvantaged pupils' work showed evidence of improved sentence structure, wider use of adventurous vocabulary; application of age-related grammar elements and extended independent writing. We were able to link extra experiences provided by the school. Intervention data showed disadvantaged pupils made accelerated progress through the book bands and in their fluency, comprehension, and inference skills.
To improve the progress of higher attaining disadvantaged pupils so more children make the accelerated improvement required to reach the greater depth standard in RWM.	The progress and attainment of our disadvantaged pupils was better than their peers in all subjects at the end of Key Stage 2. This wasn't as evident in our children targeted for greater depth.
To improve pupils' speech, language and communication skills across the Foundation Stage, KS1 and KS2.	Pupils working on individual speech and language programs made good progress through their objectives.  NELI resources used and interventions took place in Foundation Two classes.

<p>To decrease the proportion of disadvantaged pupils who are persistent absentees and maintain the gains made in the attendance of disadvantaged pupils in previous years.</p>	<p>Gains were made with specifically targeted families where attendance rates improved. The school continues to prioritise targeting disadvantaged pupils attendance.</p>
<p>To ensure that disadvantaged pupils are ready to learn at the start of the day, are reading regularly to an adult and have completed their homework. They have the aspiration to work hard and achieve well at school.</p>	<p>The breakfast club was well attended by disadvantaged pupils. These pupils were heard read at least twice a week. The pastoral team reported that targeted children were supported pastorally.</p> <p>Many workshops and visits took place during the year promoting aspiration and giving children wider experiences. Really positive results were seen in classes where children successfully applied the first hand experiences they had and talk about their aspirations for the future.</p>

## Externally provided programmes

Programme	Provider
Talk for Writing	Jane Ralphs
Nuffield Early Language Intervention programme	Nuffield Foundation Education Limited
Fischer Family Trust	Fischer Family Trust
Times Table Rock Stars	Maths Circle Ltd
Mathletics	3P Learning
Rocket Phonics	Rising Stars

