

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Mortimer Primary School
Number of pupils in school	612 including nursery 561 excluding nursery
Proportion (%) of pupil premium eligible pupils	13.9% (78/561)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022
Date this statement was published	November 2021
Date on which it will be reviewed	December 2021 July 2022 July 2024
Statement authorised by	G.Cunningham
Pupil premium lead	G.Cunningham
Governor / Trustee lead	PC R.Lloyd Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,595
Recovery premium funding allocation this academic year	£9,280 (4 instalments)
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	£113,875

# Part A: Pupil premium strategy plan

## Statement of intent

Our vision for Mortimer Primary School is to provide an outstanding education for every individual child. We strive to provide the very best, so that every single child reaches their full potential and leaves Y6 completely prepared, confident and excited for the next phase in their education.

We want to give our children cultural capital on which to build, so every child, regardless of race, gender, socio-economic background or ability, partakes in experiences which will enable them to take a lead role in society in later life.

We strive for excellence in achievement for all children in literacy and numeracy and across the wider curriculum. The children are empowered to take an active part in their learning and we provide a rich variety of experiences which promote their personal, social, physical and creative development. We provide a safe and caring school environment. We aim to protect children from bullying and discrimination, develop their emotional skills and well-being. We are proud to be a welcoming and caring school in which each child is enabled to succeed.

We ensure that teaching and learning opportunities meet the needs of all of our pupils and appropriate provision is made for pupils who belong to groups known to be disadvantaged. Pupil premium was introduced by the government in April 2011 and was allocated to schools for pupils registered as eligible as Free School Meals (FSM) and Looked After Children. It is believed that pupil premium is the best way to address the inequalities between FSM children and non FSM children so funding is used to advantage those pupils who need it most. Children eligible for the pupil premium grant may face a range of barriers to learning, including emotional, behavioural and social challenges, low self-esteem and low aspirations. As with other children some may have general learning difficulties such as dyslexia, autism or attention deficit hyperactivity disorder (ADHD). These may impact on the pupils learning and school life in general. They will therefore, require different levels of intervention and support. This targeted intervention is put into place in order to diminish the difference in attainment and progress of disadvantaged children.

The school makes use of data analysis to focus on the progress of pupils entitled to Pupil Premium. Staff closely monitor the effectiveness of any chosen strategy or intervention. Governors review the impact of the measures as part of their role. We have a designated Pupil Premium link governor who has regular contact with teaching staff and the senior leadership team.

The pupil premium provision may include:

- **Achievement and Progress** work including the use of additional intervention work to accelerate progress for targeted groups or individuals.
- **Learning support** to enable children to fully access learning and accelerate progress where there are special educational learning needs
- **Pastoral Work** undertaken to raise self-esteem, provide emotional resilience and extend personal skills.
- **Out of Hours and Enrichment** to ensure that children are given a full opportunity to develop talents in sport and creativity and extending experiences for all children.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Lack of play based</b> learning during school lockdown has increased the challenge of readiness to learn in EYFS. Some pupils have missed key social interaction time preschool which has impacted across the prime and specific areas.</p>
2	<p>The impact of COVID 19 and <b>loss of direct teaching/ learning</b> has had an impact on the academic attainment of pupils across school. Pupils are showing a dip in stamina for sustained tasks and the ability to work with independence. Writing progress due to remote teaching remotely and the impact was felt across school and especially within greater depth writers.</p>
3	<p>Lack of opportunities to <b>expand on cultural capital</b> due to low income and lack of parental engagement. As a result, there is lack of exposure to rich and varied vocabulary in different environments which impacts on language acquisition.</p>
4	<p>Limited experiences and opportunities outside of the family home as a direct result of low income results in a lack of exposure to rich and varied vocabulary in different environments which impacts on <b>communication and language progression</b>.</p>
5	<p><b>Social and emotional experiences and mental health</b> in the family home life impacts significantly on the education and wellbeing of some pupils. The impact of social and emotional experiences, in addition to the challenges through COVID, has seen more pupils experiencing emotional wellbeing needs. The wider family is also requiring support from school staff.</p>
6	<p><b>Reduced attendance</b> through illness and COVID isolation periods further impacted by lack of family support to bring children/siblings into school when parents are isolating.</p>

## 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
To further narrow the gap across school in reading, writing and maths attainment between PP and non PP pupils at Secure+.	<p>Gap in reading: Secure+ gap decreases from 22% (2021) to 10%</p> <p>Gap in writing: Secure+ gap decreases from 21% (2021) to 10%</p> <p>Gap in maths: Secure+ gap decreases from 19% (2021) to 10%</p> <p>2022-2023 gap is reduced to 5-8%. 2023-2024 gap is maintained subject to cohort intake</p>
Narrow the gap between the percentage of disadvantaged pupils and non-disadvantaged pupils who pass the phonics screen.	<p>Gap between PP and non PP to be reduced from 2021 47% (Disadvantaged 45% 5pupils / Not disadvantaged 92% 66pupils) Maximum 25% by 2022 10% by 2023</p>
To ensure attendance for disadvantaged children is in line with others.	To improve disadvantaged pupils attendance to be in line with non-disadvantaged (Currently at 95.6% for no dis and 88.6% for disadvantaged pupils)
To diminish the disadvantaged gap in communication, language and learning by the end of Reception by improving the skills in Communication and Language preparing pupils well for greater success in specific areas of Reading, Writing and Maths for all pupils eligible for PP in EYFS class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet or exceed age related expectations. Where a specific SEN has been identified, progress is rapid from starting points.
To provide personalised, targeted pastoral support for individual pupil premium pupils to support their emotional wellbeing in order for them to be happy, secure and fully engaged in school. (and where needed out of school)	<p>Children will be identified based upon SEMH needs.</p> <p>100% of Healthy Minds referrals will result in active support or therapy for identified children.</p>
Increased opportunities for Cultural Capital and curriculum visits / experiences funded by school for PP, impact positively on pupil achievement for this group	Enrichment opportunities (capital culture) across all key stages will be planned across the year to cover all curriculum aspects

## 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: £ 69,893

Activity	Evidence that supports this approach	Challenge addressed
To provide quality CPD through in-house and local authority training.	Improving the quality of teaching is the strongest lever schools have to improve outcomes, particularly for disadvantaged pupils. Key areas: Launchpad to Literacy training Dyslexia training Friends training Stronger Schools training	1 2 4
To ensure quality teaching and learning so that all teaching is at least good with the majority being outstanding.	Performance development links our whole school priority one – developing the English curriculum through quality texts. Writing was a challenge to teach online to our high standards and attainment reduced as a consequence.	2 4 6
Teacher led intervention for maths.	Reduced class size in Years 3,4,5 and 6 by employing 2 additional p/t teachers for maths. EEF indicate +2 months impact by reduced class sizes.	2 6
Teacher led intervention for phonics	Employment of an HLTA (qualified teacher) to lead Launchpad to Literacy intervention in EYFS/KS1	2 4 6
Additional TA for 1:1 support	Small group intervention in Y2 to address gaps highlighted in assessment data. EEF indicate a high impact for 1:1	2 5
Additional teaching assistant	Additional teaching assistant employed every afternoon for reading intervention Y3 Y4 Y5 Y6. Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. EEF	2 5

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

Budgeted cost: £ 19,482

Activity	Evidence that supports this approach	Challenge addressed
Internal 1:1 tutoring after school with teacher to work with identified children.	NFER Report shows a 16% increase in outcomes when one to one tuition. Teachers (12) offered 1:1 tutoring for 1 hour after school for two blocks of 5 weeks.	2
Internal school intervention groups before school in small groups and 1:1 where appropriate across KS1 and KS2. Delivered by TA's/HLTA's	Reading practice, handwriting practice and spelling work. Through extending the day to cover these gaps EEF indicates potential +3 month gain.	2 5
Ensure that accurate next step targets are identified for all disadvantaged pupils in phonics.	The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).	
To ensure robust organisation, training and monitoring of phonics teaching and progress.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF To be addressed through additional small group targeted support, provided by the class teacher.	1
1:1 target personalised sessions linked to Launchpad for Literacy assessments.	DFE(2020) have concluded that due to COVID-19 some pupils entering reception will have missed more than 20 weeks of early education with most impact being on language development. .( EEF 2019) <u>Launchpad for Literacy</u> - promises systematic approach to close gaps, early identification is paramount linked to early childhood development provided by a developmental screen tool which identifies gaps.	1 2
Subscriptions for online activities that can be accessed at school and at home.	Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning. EEF Reading Plus subscription for all pupils in Y3 Y4 Y5 Y6. TT Rockstars subscription for all pupils in Y3 Y4 Y5 Y6 RM Easimaths Rec – Y6 Phonics tracker subscription Rec,Y1 Y2	2 6
Effective use of quality resources in school and for use at home which develop a love of reading and the enrichment of mathematics.	Purchase of mathematics equipment across the school. Purchase of book swap trollies. Reading vouchers. Science garden resources. Story sacks for use at home	2 3 6

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

Budgeted cost: £ 24,500

Activity	Evidence that supports this approach	Challenge addressed
Cultural capital- wider curriculum experiences planned in to the year.	<p>The term 'cultural capital', is defined as: "<b>the essential knowledge that children need to be educated citizens</b>" (p31 Ofsted EY Inspection Handbook). It goes on to say: Cultural capital is the essential knowledge that children need to prepare them for their future success.</p> <p>Y3 Visit to Waterstones book shop with £10 each to spend on a book for the library.</p> <p>Theatre trip to Sunderland Empire</p> <p>Theatre group visit in school for Y3-Y6</p> <p>Music tuition subsidy</p>	3
Attendance team to monitor and support Pupil premium families to maintain attendance, punctuality and readiness to learn including persistent absentees	<p>EEF report (2015) states that pupils need to be in school to learn and achieve and that there is a direct link between pupil achievement at KS2 and KS4.</p> <p>Weekly meetings with LA attendance officer in school and Assistant Head.</p> <p>Attendance assemblies each month with prizes and awards.</p>	6
Employment of additional members of staff for lunchtime social club.	<p>HLTA's run social clubs each lunchtime to support behaviour and reduce in class disruptions.</p> <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. EEF</p>	2 5
Embedding the role of the mental health champion and the Healthy Minds Team to support children and families with social, emotional and mental health needs.	<p>We have trained mental health champions who are developing a range of interventions and strategies. They are able to signpost to external agencies when appropriate.</p> <p>We have seen an increase in this area of need since COVID19.</p>	5
Outdoor area is EYFS is developed. Audit of EYFS outdoor provision carried out by LA advisor.	<p>Baseline assessment suggests physical development is an area which requires improvement (20 pupils in nursery not on track)</p> <p>Purchase of an improved climbing frame to include climbing, crawling and bars.</p> <p>Purchasing resources which allow children to access a more language-rich environment.</p>	1

**Total budgeted cost: £ 113,875**



## 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 2020 to 2021 academic year.

During lockdown all pupils from disadvantaged backgrounds were all offered a place in provision as part of the vulnerable group offer. Only 22% of PP took advantage of this offer.

Vulnerable home learners received weekly home visits from the HT and AHT.

Prior to the LA ICT offer of devices was introduced, all PP pupils were provided with paper packs, stationary, art resources etc. to complete set work.

The aim of delivering high quality remote learning for all pupils was our intention. Practitioners provided tasks and challenges for children to complete with parents. The delivery was specific to the year group. Class Dojo was used in Nursery and accessed by every parent. Tapestry was used in Reception, again accessed by the vast majority of parents/pupils.

The on-line platform Google Classroom was used with Y1-Y6. It proved easily accessible for most families. The families who found technology challenging were encouraged to speak to our Computing lead who was available at all times to offer advice and support.

Remote learners were colour coded weekly according to the level of engagement. All pupils who fell into the red category were also visited by HT or AHT.

As restrictions were lifted, we worked closely with families who were anxious to return due to COVID 19, offering reassurance through visits to home and phone calls. The LA attendance officer had weekly remote meetings in order to support us.

We made mental health and wellbeing a whole school main priority in the SDP. We carried out a Mental Health audit and continued to liaise with Healthy Minds team to look at ways of delivering Talking Therapies to those children who would benefit. A centralised Mental Health and wellbeing resource box with appropriate stories was set up for each year group.

We set up a lunchtime club for some of our disadvantaged pupils. The group provided a valuable safe space in which pupils developed their inter-personal skills. This was then extended to two lunchtime clubs.



**2021 Whole School Summary (14% PP at time of data analysis with 65 children ):**

<i>Reading</i>	<b>PP</b>	<b>Non PP</b>	<b>Gap</b>
<b>Whole School Secure+</b>	<b>60%</b>	<b>82%</b>	<b>22%</b>
<b>KS1 (13 PP)</b>	<b>39%</b>	<b>77%</b>	<b>38%</b>
<b>KS2 (52 PP)</b>	<b>65%</b>	<b>85%</b>	<b>20%</b>
<b>Years 1-5 (54 PP)</b>	<b>57%</b>	<b>80%</b>	<b>22%</b>

<i>Writing</i>	<b>PP</b>	<b>Non PP</b>	<b>Gap</b>
<b>Whole School Secure+</b>	<b>51%</b>	<b>72%</b>	<b>21%</b>
<b>KS1 (13 PP)</b>	<b>31%</b>	<b>66%</b>	<b>35%</b>
<b>KS2 (52 PP)</b>	<b>56%</b>	<b>75%</b>	<b>20%</b>
<b>Years 1-5 (54 PP)</b>	<b>52%</b>	<b>71%</b>	<b>19%</b>

<i>Maths</i>	<b>PP</b>	<b>Non PP</b>	<b>Gap</b>
<b>Whole School Secure+</b>	<b>57%</b>	<b>75%</b>	<b>19%</b>
<b>KS1 (13 PP)</b>	<b>38%</b>	<b>68%</b>	<b>30%</b>
<b>KS2 (52 PP)</b>	<b>61%</b>	<b>80%</b>	<b>18%</b>
<b>Years 1-5 (54 PP)</b>	<b>55%</b>	<b>75%</b>	<b>19%</b>

The overall attendance for disadvantaged pupils was at 88.6%.

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

<b>Programme</b>	<b>Provider</b>
Reading Plus	Reading Plus LLC
TT Rockstars	Mathscircle Ltd
RM Easi Maths	RM
Lauchpad for Literacy	Launchpad for literacy

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

