

# Pupil premium strategy statement – Mortimer Primary School

This statement details our school’s use of pupil premium (and recovery 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	606
Proportion (%) of pupil premium eligible pupils	12.9% 2022/23 12.6% 2023/24
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Peter Bennett Head Teacher
Pupil premium lead	Peter Bennett Head Teacher
Governor / Trustee lead	Fiona Clemence Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,410
Recovery premium funding allocation this academic year	£10,730
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£ 0
<b>Total budget for this academic year</b> <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>	£113,140

# 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 Excellence for all, so that every single child reaches their full potential and leaves school fully 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.

Quality first teaching is at the forefront of our approach, with a focus on areas in which disadvantaged pupils require the most support. Through this we hope to have the greatest impact on closing the disadvantage attainment gap and at the same time benefiting the non-disadvantaged pupils in our school. Our intention is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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 to catch up and keep up.
- **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>Our assessments and observations indicate that the education and well being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations especially in maths. End of Key Stage 2 results for 2023 are significantly lower in writing and maths than reading</p> <table border="1"> <thead> <tr> <th></th> <th>Cohort</th> <th>Non-disadvantaged</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>80%</td> <td>82%</td> <td>73%</td> </tr> <tr> <td>Writing</td> <td>84%</td> <td>88%</td> <td>67%</td> </tr> <tr> <td>Maths</td> <td>83%</td> <td>88%</td> <td>67%</td> </tr> </tbody> </table>		Cohort	Non-disadvantaged	Disadvantaged	Reading	80%	82%	73%	Writing	84%	88%	67%	Maths	83%	88%	67%
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Writing	84%	88%	67%														
Maths	83%	88%	67%														
2	<p>Analysis of whole school data indicates that there is a gender gap between the attainment of disadvantaged girls and boys in maths (53% to 66%) and reading (63% to 71%)</p>																
3	<p>Assessments, observations with external agencies and discussions with pupils suggest disadvantaged children generally occupy more of the lower maths sets in KS2 and are working below year group expectations. Expectations are not high enough to catch children up.</p>																
4	<p>Our attendance data over the past year indicates that attendance among disadvantaged girls has been lower than for non-disadvantaged girls. Disadvantaged girls 88.4% compared to 94.9% overall and all girls 95%.</p> <p>Our assessment and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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 close the attainment gap between disadvantaged and non-disadvantaged pupils	There will be no significant difference between the attainment of disadvantaged pupils in reading, writing and maths in KS2 outcome in 2024
Gender gap between the attainment of girls and boys, particularly girls at in maths and reading	There will be no significant difference in the attainment of girls and boys at the expected standard in KS2 by 2024
Phonics	There will be no significant difference between the attainment of disadvantaged children in phonics in 2024
Improve the teaching of Maths across the school	Outcomes in 2024 will show an upward trend. The % of children achieving a EXS in internal and external assessment data will increase.
To achieve and sustain improved well-being for all pupils in our school, particularly disadvantaged pupils	Sustained high levels of wellbeing from 2024 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• case study reports from SEMH support</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils and disadvantaged girls.	The whole school rate of attendance will increase and there will be no significant difference between the % of attendance of disadvantaged and non-disadvantaged girls.  The overall absence for all pupils will not be higher than national figures

## 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: £38,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <ul style="list-style-type: none"> <li>• <a href="#">The EEF's guidance reports</a> offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The <a href="#">EEF Toolkit</a> includes summaries of the best available evidence on approaches.</li> <li>• Evidence Based Education's <a href="#">Great Teaching Toolkit</a> provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness.</li> </ul>	1,2,3
Use of NCETM materials to deliver whole class maths	<p><a href="https://www.ncetm.org.uk/">https://www.ncetm.org.uk/</a></p> <p>Children's chances of success are maximised if they develop deep and lasting understanding of mathematical procedures and concepts.</p> <p><b>Underpinning principles</b></p> <ul style="list-style-type: none"> <li>• Mathematics teaching for mastery assumes everyone can learn and enjoy mathematics.</li> <li>• Mathematical learning behaviours are developed such that pupils focus and engage fully as learners who reason and seek to make connections.</li> <li>• Teachers continually develop their specialist knowledge for teaching mathematics, working collaboratively to refine and improve their teaching.</li> </ul>	1,2,3

	<ul style="list-style-type: none"> <li>Curriculum design ensures a coherent and detailed sequence of essential content to support sustained progression over time.</li> </ul>	
CPD to improve the teaching and curriculum planning of maths so that it is supporting children catch up and also expand to greater depth,	<p>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in our setting. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Supporting resources:</p> <ul style="list-style-type: none"> <li><a href="#">The EEF Toolkit and guidance reports.</a></li> <li><a href="#">The EEF's 'Effective Professional Development' guidance report</a> offers support in designing and delivering PD and selecting external PD.</li> <li><a href="#">Guidance Report IMPROVING MATHEMATICS IN THE EARLY YEARS AND KEY STAGE 1</a></li> <li><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a></li> </ul>	1,2,3
Continuation of training of staff in Read Write Inc	<p>The phonics lead will support new teachers to KS1 embed the current standard of practice.</p> <p>Coaching and mentoring sessions will continue weekly for all teachers and TA's involved in phonics delivery.</p>	2, 3
Subject Leader Release Time	<p>Maths and English leaders will be released to support staff implement changes to maths and support new staff in teaching.</p> <p>This will include looking at how we support all children to achieve. Staff will be supported in lessons, during PPA times and in review of planning.</p>	1,2,3

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

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of additional TA staff to provide maths support in every KS2 class	With a new approach we recognise that staff will require time to adapt from a sets based approach. Teacher feedback indicates that support will enable a quicker transition for pupils in sets 3 and 4 back to class.	1,2, 3
Structured interventions to close identified gaps in learning	Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources: • <a href="#">The EEF guidance report on Making the Best Use of Teaching Assistants</a> includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction. • The EEF Toolkit has a strand on teaching assistant interventions. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1,2,3
Additional phonics sessions target disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks <a href="#">Phonics I Toolkit Strand I Education Endowment Foundation I EEF</a>	1,2

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Communicating with and supporting parents	<p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches such as supporting shared reading, supporting with Maths or tailoring positive communications with schools can prove to be beneficial.</p> <p>The EEF toolkit has a strand on parental engagement</p> <p>The EEF guidance report on <a href="#">‘Working with Parents to Support Children’s Learning’</a> offers practical approaches and insights for communicating and supporting parents.</p>	1,2,3,4
Attendance tracking	<p>Ongoing tracking of attendance allows quicker response to pupil absence. AStar Attendance provides a valuable tool to cut down on admin time and identify absence levels which concern.</p> <p>Embedding principles of good practice setout in the DfE’s <a href="#">Working together to improve school attendance - GOV.UK</a></p>	4
Subsidised price for Thurston residential visit	See above	1,2,3,4
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4

**Total budgeted cost: £ 113,140**



## Part B: Review of the previous academic year Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 did not narrow as hoped. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, with other factors including the structure of maths across KS2.

NTP school-based tutoring was focused on a very small group of pupils to support behavioural challenges.

The school was in line with national expectations at the end of the academic year with an overall attendance of 94.4%. This is a slight improvement on the previous year.

The school percentage of persistent absentees is lower than the national percentage 11.5% school. The gap between disadvantaged and non-disadvantaged absence is 4.5%.

### **Key Finding from Data Analysis July 2023**

#### **Reception**

- Outcomes for disadvantaged children (71%) were lower than non-disadvantaged (80%) Only 5 children were disadvantaged.

#### **Year 1 Phonics Screen**

There was a 20% difference between the outcomes for disadvantaged (73%) and non-disadvantaged pupils (93%).

As a school we need to closely track and assess outcomes in phonics to ensure that disadvantaged children are identified quickly if falling behind.

## **KS1**

	Cohort	Non-disadvantaged	Disadvantaged
Reading	73%	78%	36%
Writing	68%	74%	27%
Maths	71%	78%	27%

- Standards in reading are above National outcomes at the expected standard.
- The gap between disadvantaged and non-disadvantaged in all subjects is significant.

## **KS2**

	Cohort	Non-disadvantaged	Disadvantaged
Reading	80%	82%	73%
Writing	84%	88%	67%
Maths	83%	86%	67%

- Outcomes for disadvantaged pupils are closer than KS1.
- Reading 9% gap, Writing 21% gap, Maths 19% gap. The percentage of disadvantaged children achieving the expected standard is lower in writing and maths than reading.
- At the expected standard, there is no significant difference between the attainment of disadvantaged and non-disadvantaged pupils in reading. There is a 30% difference in the outcomes in writing and maths.
- 20% of disadvantaged pupils achieved GS in Reading with 7% in maths.

## **Internal Data R-Y6**

	Cohort	Non-disadvantaged	Disadvantaged
Reading	80%	83%	67%
Writing	84%	76%	52%
Maths	83%	81%	60%
Combined	68%	71%	46%

## Externally provided programmes

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

Programme	Provider

## Service pupil premium funding (optional)

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**

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**The impact of that spending on service pupil premium eligible pupils**

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## Further information (optional)

### **Additional Activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Employment of an additional teacher to work with a small identified group of pupils in year 6.

### **Planning, Implementation and Evaluation**

In planning our new pupil premium strategy, we evaluated the current approaches to multiple aspects of school. We recognise early reading as a strength and will continue to support the use of Read Write Inc and will monitor the impact on disadvantaged pupils.

We used internal and external sources of information to help us to develop our strategy and to identify which activities and approaches are likely to work in our school. We will continue to evaluate our approach through the implementation of activities.

We will move to a three-year approach and will adjust our plan overtime to secure better outcomes for pupils.