

## Pupil premium strategy statement 2024/25

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 spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Morley Victoria Primary
Number of pupils in school	451
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	26 <sup>th</sup> November 2024
Date on which it will be reviewed	26 <sup>th</sup> November 2024
Statement authorised by	Jo Wood
Pupil premium leads	Kevin Precious/Debbie Smith
Governor / Trustee lead	Julie Hardaker

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85320
Recovery premium funding allocation this academic year	n/a
School Led Tutoring Grant	£0
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	£85320

## Part A: Pupil premium strategy plan

### Statement of intent

Our school wholeheartedly believe in the 'Whole Child Approach' and we value our children's academic development as much as their social and emotional development. This is the ethos of our school and our pupil premium strategy statement reflects this.

Our aim is that **all** of our disadvantaged children regardless of their background, barriers to learning, challenges they face or even when they join our community, will leave our school making good progress and achieving highly across all areas of the curriculum. More than this, they will possess the emotional intelligence, motivation and resilience to continually achieve, overcome challenges and be successful once they leave our special school family.

Wave one high quality teaching of our outstanding, innovative curriculum will prove to have the most impact on closing the disadvantaged attainment gap. This, alongside our bespoke 'whole child approach', will enable our children to be effective life-long learners who possess a love of learning and the emotional intelligence to succeed.

Our teachers take full responsibility to ensure our disadvantaged children make accelerated progress. They are supported in their emotional and social wellbeing by our superb inclusion team and cluster support where needed and this is overseen by the SLT team. Each disadvantaged child has an individual tracker which addresses any barriers to learning and identifies the support given and by whom. Disadvantaged children who are higher attainers are still tracked and given support to make accelerated progress.

Our tracking and assessment demonstrate that, as with the national picture, our disadvantaged children's starting points are often below that of their peers.

The approach for our disadvantaged children is to support them and their families on an individual basis with all the necessary resources in place, both academically and emotionally and socially. It is 'a thousand little moments' that will lead to attainment and success for our pupil premium children, we aim to give them these and more besides.

### Challenges

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

Challenge number	Detail of challenge Updates on challenges
1	Assessments, observations, discussions with staff and pupils indicate underdeveloped oral language skills and vocabulary gaps across all areas of the curriculum for many of our disadvantaged children. These gaps are still prevalent for our disadvantaged children when they start at our setting.
2	Through our remote learning tracking and monitoring in addition to internal assessments demonstrate a significant percentage of disadvantaged children have fallen behind their peers in attainment. We aim to close this gap as quickly as possible. Although closing at the end of KS2, there continues to be attainment gap.
3	Reports from MyHealth, my school survey, pupil questionnaires and work done with our inclusion team show that many of our pupils lack the characteristics to be an effective learner and require strategies to overcome this.
4	On average around 50% of pupil premium children or their families are receiving support from our inclusion team for the emotional and social wellbeing. The work done by them allows the children to be in a position to learn academically and be supported through traumas, ACE's etc
5	Internal data shows that a significant number of our disadvantaged children have not developed the necessary reading strategies, do not have reading role models or access to a range of texts at home or are at a lower book band than their peers.

## 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
Over the course of the next three years any pre-school vocabulary gap to be diminished and our disadvantaged children to be at least as successful as other children by the end of KS2. Our vocabulary work across the curriculum including vocab busts, stages of knowing words and exploration of etymology and word families for example will have an impact on any gap. We are also using talk frames to support children's key understanding in areas such as maths and English. Through reading interventions and the continued progress with whole class reading, our disadvantaged children will be exposed to extensive vocabulary, which will widen their knowledge. This is reinforced through the EYFS curriculum and Reading Frameworks.	Across the curriculum, children will be able to discuss subject specific vocabulary, and this will be retained in their long-term memory. This will close the vocabulary gap between our disadvantaged and other pupils. They will be able to use this knowledge to build schema and make connections across subjects for example words such as migration, parliament, stigma etc. The end of KS2 vocabulary domain will demonstrate the impact this has had on our disadvantaged children and that children are able to successfully apply their knowledge of mathematics vocabulary to the end of Key Stage test reasoning papers. Analysis of this reading domain shows that this gap is closing however there is still a gap as children enter our school. The use of talk frames will also allow children to have a framework to discuss higher level thinking skills and link to metacognitive strategies.
Over the course of the next three years any attainment gaps for our disadvantaged children will be closed. Our disadvantaged	Our assessments will show that our disadvantaged children are performing at least as well as others in school and that this

<p>children will do this whilst still accessing a full broad and balanced curriculum and have opportunities to explore extra-curricular activities, cultural capital and play an extensive role in our many pupil voice groups.</p>	<p>is reflected in formal assessments. Close monitoring of their pupil premium trackers will also demonstrate progress from their current point. Prior to the last academic year, the trends demonstrated that the gap was closing by the end of KS2 and we are performing particularly well when it comes to GD children. Attainment at the end of 2024 showed a gap between disadvantaged and others however this does not take into account progress measures due to the pandemic.</p>
<p>Our disadvantaged children develop lifelong learning skills in being an effective learner which enables them to continue to achieve once they have left the primary school setting. They will have meta-cognitive strategies, develop strong schema and possess a growth mindset which will enable them to continue to succeed.</p>	<p>These traits are recognised in observations, pupil conversations, pupil progress meetings, pupil surveys, work with the inclusion team and are reflected in pupils work and their participation in wider school life. Last year all disadvantaged children participated in extra – curricular activities and have a strong representation in our pupil voice committees.</p>
<p>Our disadvantaged children are given the emotional social support for them to develop resilience, motivation, self esteem etc to become successful in life. Interventions and specialist support is readily available if required for them, and their families, through our inclusion team and cluster support.</p>	<p>The support put in place by our inclusion team and specialist support by our cluster will enable all our disadvantaged children to be able to access their education and develop lifelong skills. This will also positively impact on any attendance issues. We are using Zones of Regulation as a whole school self-regulation strategy and there will also be zones of regulation interventions being led by the SENCO and inclusion team. A large proportion of disadvantaged children still access inclusion and cluster support.</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: £ 25000 (This includes but not limited to CPD, resources to support CPD, specialist training around autism, attachment, cover for staff to attend courses, payment of English consultants and the cost of training and resources)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vocabulary development and oracy across the curriculum	<p><i>There has been a wealth of educational research over recent years regarding the gap in vocabulary that many children face: this particularly affects children from lower income families and those with English as an additional language (Mandy J. Maguire, et. Al 2018) Research suggests that the challenges start early on in a child's development and that by the age of three, there is a 30-million-word gap between children from the wealthiest and poorest families. In recent years, the gap in vocabulary has been highlighted even further through the changes to the testing at the end of KS2.</i></p> <p>CPD has and is being attended by SLT and subject leaders as vocabulary development is progressing in the school with plans to develop this further over the next academic year and beyond. Specific oracy training and strategies are to be introduced, trialled and embedded over this and the academic year following the introduction of the reading framework in July 2021. This school year work on vocabulary will continue across all areas of the curriculum and will remain a key focus. In 2024 talk frames and oracy will be used in English and Maths to support higher level thinking and metacognition linked to Voice21 strategies. From 2025, oracy as a whole will be on the SDP and there will be an implementation plan for this across the school.</p> <p>Specific speech and language support will be used through 'Talk Boost'.</p>	1
Development of reading	<p><i>By the final year of compulsory schooling in England, the reading skills of children from disadvantaged backgrounds are on average almost three years behind those from the most affluent homes [Jerrim, J, and N. Shure (2016)</i></p>	5

	<p><i>Students are less able to learn other curricula if they do not develop sufficient reading skills by the middle of primary school. [DfE (2016) Reading is the master skill at Morley Victoria and leaders are continually attending CPD and delivering this to staff.</i></p> <p>Annually, each year group completes trackers for their bottom 20% and produce an overview of which children are receiving wave 2 support for their reading and what is their individual barrier e.g. phonics, vocabulary, comprehension etc. This will be delivered either 1 to 1 (+5 months EEF), have a phonics focus (+5 months EEF) or through a small group (+4months EEF). Year 2 upwards will continue to develop comprehension strategies around our bespoke 'Magnificent 7'. (Reading comprehension strategies +6 months EEF)</p> <p>Reading is still the 'Master Skill' with our children being closely tracked and supported.</p>	
<p>Effective Learning Understanding cognitive load, meta cognition and self-regulation strategies</p>	<p><i>Work is being undertaken across the curriculum to enable staff to have an understanding of cognitive load, processing and storing information and the positive impact this will have on children's learning and overcoming barriers to learning.</i></p> <p><i>Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning - can be worth the equivalent of an additional +7 months' progress when used well. EEF.</i></p> <p>The school is running a research project in conjunction with the EEF and research schools to explore metacognitive strategies over the next three years.</p> <p>We are working alongside Thinking Schools who are providing training to a drive team around metacognition. This will then be disseminated across school.</p> <p>We are entering the third year of our 3 year metacognition plan. Metacognitive strategies have been shared with the children this will be the first full year where the children will have a curriculum referencing metacognitive strategies.</p> <p>Zones of regulation are being introduced whole school as a way of supporting self regulation. Groups for targeted children are being run by the inclusion team.</p>	<p>3</p>

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

Budgeted cost: £20000 (Including and not limited to interventions, over time, resources, one to one costs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured Interventions	All of our PP children have their own tracker and their progress is continually monitored and planned interventions will be provided if necessary. An approximate percentage of PP children on targeted intervention throughout the year is around 65-75% at any given assessment point. We have also invested in an intervention called "Talk Boost" which will be implemented across the Early Years. Staff have already received the training for this speech and language programme. Staff have received specific training related to children they work with for example training around autism, British Sign Language, colourful semantics, Bucket time or Lego Therapy.	1,2,5
SENCO	We have a SENCO who is non-class based who oversees and delivers interventions as part of her role. She also works closely with external agencies for assessments and is experienced in preparing documents such as EHCP's.	1,2,5
Subscriptions	We pay for various subscriptions to help support the running of these interventions as a school such as grammarsaurus and Active Learn Bug Club online e-books. We also provide specialist IT equipment such as iPads and programmes for dyslexia such as Nessy.	1,2,5
Reception Staffing	We have employed a HLTA to work in Reception and run a third room which is focussed on supporting children with SEN through targeted interventions. Many of these children are PP.	5

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

Budgeted cost: £ 40000 (This includes Inclusion team, behaviour support worker, CPD for the staff, resources, after school clubs for disadvantaged children and running costs for the nurture hub).

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion team, the Whole Child Approach and wellbeing	<p>We have a non-classed based inclusion team to support the needs of our children as our school ethos is the 'whole child approach'. This team are there to support children and families who are going through difficult times and provide intervention following plan, do review cycle. (+4 months EEF). They also help develop behaviour strategies in place for children where required (+3 months EEF). We have developed their own nurture space called 'Mini Vic'. On average around, 50% of our disadvantaged children are receiving support from our inclusion team at any given time. As a school we track our disadvantaged children in terms of their participation and opportunities given to participate in extracurricular activities. We will pay for clubs such as Minecraft, Creation Station and Rocksteady and subsidise trips so children can increase their cultural capital.</p>	3,4
Specialist cluster support	<p>We pay into specialist cluster support with several schools who provide us with access to professionals such as education psychologists, therapists and family support workers. They have professional expertise, local knowledge and support in which we have immediate access to when we would otherwise have to source this. (+4 months EEF). Historically, around 25% of our disadvantaged children and their families have accessed the cluster.</p>	3,4
Behaviour Support Worker and one to one support	<p>We have employed a specialist behaviour support worker who is working with some of our most vulnerable, disadvantaged children. He also helps to develop behaviour strategies in place for children where required (+3 months EEF). The BSW is sharing his expertise with other staff and is also contributing to the wider school as part of the inclusion team.. He is helping to coach members of staff with techniques and ideas to support behaviour across school. The long-term plan will be for him to work with a wider cohort of children. He also runs an after-school club where he is promoting Lego Therapy. The BSW is now</p>	3,4

	supporting children through using zones of regulation sessions.	
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**Total budgeted cost: £ 105,000**

## 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.

Disadvantaged Data 2023/24 **\*No Progress measures due to the pandemic\***

	Reading		Writing		Maths		Combined	
	School	National	School	National	School	National	School	National
Attainment	53%	74%	53%	72%	73%	73%	47%	61%
GD	20%	28%	7%	13%	20%	24%	7%	8%

There are no progress measures due to the pandemic however our internal data shows that many of our disadvantaged children have closed the gap from working towards to working at the end of KS2. We are especially pleased with the numbers of children who have achieved GD in reading and maths. We are also pleased with our maths attainment as this was in line for national WA. Due to their needs, two of our disadvantaged children did not sit the KS2 SATs papers. 53% of the pupil premium cohort this year were also on our SEN register 60% had received cluster support over the last two academic years.

Year Group	Emotional and Social Support	English (inc phonics)	Maths	Percentage of children not receiving any wave 2 support
Reception	100%	100%	100%	100%
Year 1	50%	50%	0%	50%
Year 2	40%	55%	0%	37%
Year 3	32%	88%	0%	12%
Year 4	36%	90%	45%	0%
Year 5	62%	77%	70%	0%

Year 6	80%	80%	80%	6%
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The above shows figures which support our strategies for targeted academic support and work done with our inclusion team. We have also tracked our extra-curricular offer and all of our disadvantaged children have participated in extra-curricular opportunities again this year with many attending multiple events or having multiple roles in school.

## 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*

Programme	Provider

## Service pupil premium funding (optional)

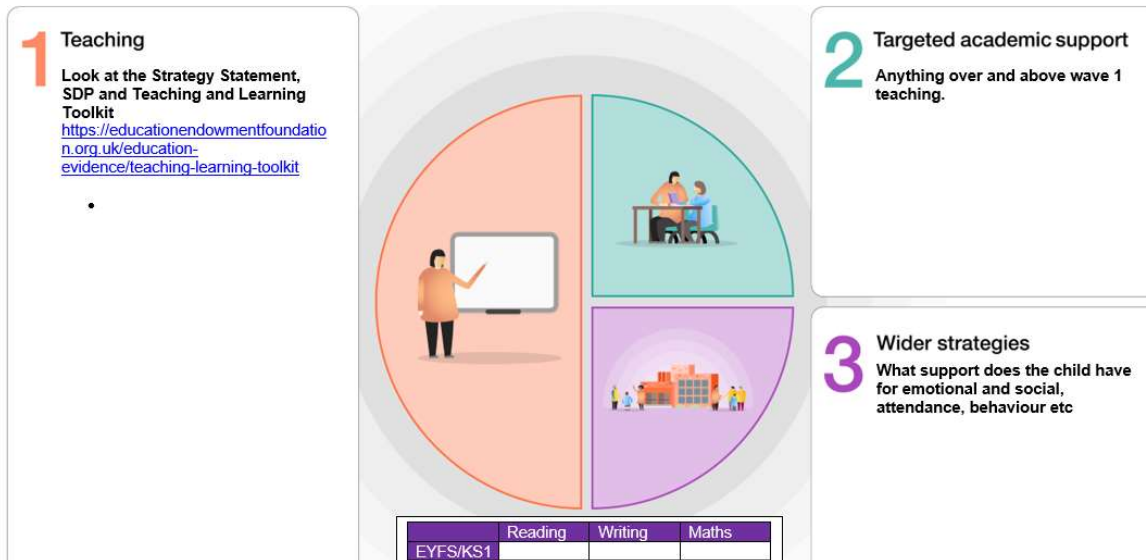
*For schools that receive this funding, you may wish to provide the following information:*

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

## Further information (optional)

### *Pupil Premium Trackers*

*Each of our disadvantaged children have a PP tracker to monitor their progress in school. These have been redesigned for the current academic year – see below as an example. These trackers are designed to get teachers to understand any barriers the children may have, classroom strategies for first wave strategies plus any interventions both academically and socially and emotionally. The PP children are discussed in pupil progress meetings and the pupil premium leaders will quality assure throughout the year.*



*All staff have met with the PP leads, had the strategy document shared and been given training on how to best use the EEF document to support. Our strategies for the PP link closely with objectives on the school's development plan, our strategic intent plan, subject leader action plans, inclusion team action plans and whole staff CPD that has been delivered on areas such as cognitive load theory, the reading framework and attachment amongst others.*