

## Pupil premium strategy statement 2023/24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Morley Victoria Primary
Number of pupils in school	463
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	16th October 2023
Date on which it will be reviewed	16th October 2024
Statement authorised by	Jo Wood
Pupil premium leads	Debbie Smith/Kevin Precious
Governor / Trustee lead	Julie Hardaker

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,340
Recovery premium funding allocation this academic year	£9280
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	£110,620

## 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. 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. <a href="#">These gaps are still prevalent for our disadvantaged children when they start at our setting.</a>
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. <a href="#">Although closing at the end of KS2, there continues to be attainment gap.</a>
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 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. Through reading interventions and the continued progress with whole class reading, our disadvantaged children will be exposed to extensive vocabulary, and which will widen their knowledge. This is reinforced through the new 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. <a href="#">Analysis of this reading domain shows that this gap is closing however there is still a gap as children enter our school.</a>
Over the course of the next three years any attainment gaps that have arisen over the course of the pandemic for our disadvantaged children are closed. Our disadvantaged children will do this whilst still accessing a full broad and balanced curriculum and have opportunities to explore extra-curricular activities and cultural capital.	Our assessments will show that our disadvantaged children are performing at least as well as others in school and that this is reflected in formal assessments. Close monitoring of their pupil premium trackers will also demonstrate progress from their current point. <a href="#">The latest data shows that the gap is</a>

	<p>closing by the end of KS2 and we are performing particularly well when it comes to GD children. However there is still a small attainment gap in English.</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. 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: £ 20000 (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 thinking schools training and resources)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vocabulary development 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 effects children from lower income families and those with English as an additional language (Mandy J. Maguire, et. Al 2018)</i></p> <p><i>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 following academic years following the introduction of the reading framework in July 2021. <a href="#">This school year work on vocabulary will continue across all areas of the curriculum and will remain a key focus. We will look at speech and language support further down school through 'Talk Boost' to support specific needs.</a></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) 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>	5

	<p>Annually, each year group complete forensic 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) 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 second year of our 3 year metacognition plan. Staff have had two days training following the work completed by the Drive team last year.</p>	3

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

Budgeted cost: £25000 (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	1,2,5

	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. <a href="#">Staff will receive specific training related to children they work with for example training around autism, British Sign Language or colourful semantics.</a>	
One to one tuition	As part of our intervention’s children will have one to one tutoring in areas such as reading, maths and handwriting. <b>(+4months EEF)</b> . We also ensure that children are given one to one or small group verbal feedback on their learning on a regular basis <b>(+8 months EEF)</b> . <a href="#">Staff will run interventions with groups or individuals and these will also run after school starting in Autumn 2.</a>	5
Assistant SENCO	We have an assistant 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. <a href="#">The Assistant Senco has retired and we have a new SENCO in role.</a>	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

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

Budgeted cost: £ 60000 (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	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. <b>(+4 months EEF)</b> . They also help develop behaviour strategies in place for children where required <b>(+3 months EEF)</b> .	3,4

	<p>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. <b>This year the team has reduced in numbers so we are being more strategic in which children receive the support and the impact this has.</b></p>	
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. <b>(+4 months EEF)</b>. Historically, around 25% of our disadvantaged children and their families have accessed the cluster. <b>Cluster support continues this year.</b></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 <b>(+3 months EEF)</b>. The BSW is sharing his expertise with other staff and is also contributing to the wider school as part of the inclusion team. Initially the BSW will only work with one or two children however he is enabling a stronger working environment for the other children in those classes. 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. <b>The behaviour support worker is now working alongside key individuals and groups of children to ensure.</b></p>	3,4

**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 2021 to 2022 academic year.

Disadvantaged Data 2022/23 \*Awaiting progress and national disadvantaged data\*

	Reading		Writing		Maths		Combined	
	School	National	School	National	School	National	School	National
Attainment	65%	73%	65%	71%	88%	73%	65%	60%
GD	47%	29%	12%	14%	35%	24%	12%	8%

We are exceptionally pleased with our disadvantaged maths results which are significantly above national for all children in both WA (+15%) and GD (+11%). We are also pleased that we had a significantly higher GD than national all in reading (+18%), we are also higher than national for combined wa (+5%) and GD (+4%). Our reading increased by 5% for WA from the previous year also.

Year Group	Emotional and Social Support	English (inc phonics)	Maths	Percentage of children not receiving any wave 2 support
Reception	50%	50%	0%	50%
Year 1	40%	55%	0%	37%
Year 2	32%	88%	0%	12%
Year 3	36%	90%	45%	0%
Year 4	62%	77%	70%	0%
Year 5	80%	44%	50%	6%
Year 6	57%	81%	81%	6%

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.

### [Disadvantaged Data 2021/22](#)

	Reading		Writing		Maths		Combined	
	School	National Dis	School	National Dis	School	National Dis	School	National Dis
WA	60%	62%	73%	55%	87%	56%	53%	43%
GD	20%		13%		20%		13%	

The maths outcomes for our school are significantly above that for all pupils nationally (+16%) and is significantly above national disadvantaged (+31%). Although this is slightly below our school figure of 92%, we are extremely pleased with these results. Writing is also above national figures for all pupils (+4%) and is significantly above disadvantaged national figures (+18%) this is below our school figure of 83%. We are also pleased with the percentage of children who achieved greater depth, particularly those children who achieved combined for the greater depth standard. Reading is an area of development from the data however 6 disadvantaged children in the group were within 2 points of passing the reading paper and this would have increased both the reading scores and the combined significantly. As discussed in last years impact assessment, these six children were all engagement concerns during lockdown which impacted them both emotional and socially and academically. These children were targeted with academic interventions, work with attendance team and work with the inclusion team where appropriate.

Year Group	Emotional and Social Support	Reading (inc phonics)	Maths	Percentage of children not receiving any wave 2 support
Reception	33%	100%	33%	0%
Year 1	44%	33%	33%	50%
Year 2	33%	75%	25%	25%
Year 3	36%	100%	60%	0%
Year 4	62%	69%	33%	0%
Year 5	80%	53%	60%	7%

Year 6	57%	73%	86%	7%
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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.

Disadvantaged Data 2020/21

- *As with the national picture*, Covid has had a significant impact on our disadvantaged pupils. During remote learning 71% of our disadvantaged children in this cohort were engagement concerns for lockdown 1 and lockdown 2. Although actions were taken in line with our policy (providing devices, data, home visits, support from the inclusion team, an offer of a place in school) these children did not engage in remote learning in the same capacity as their peers. Some of the reasons being were that the parents did not want the children attending despite being offered a place in school, some of our PP children who were also on our SEN register, struggled with remote learning due to their needs but were unable/unwilling to attend through health concerns and some lacked a support network at home to aid with remote learning. Over 50% of our devices were loaned to disadvantaged children to support with remote learning access as well as data, our inclusion and cluster team were involved with several of our disadvantaged pupil's families during the lockdown providing support and food packages and our most vulnerable disadvantaged were offered a place in school.

The majority of the children whose engagement was poor also struggled with the transition back to school and required emotional and social support from our inclusion team/cluster support to adapt back to school life. There was a large focus on these children as they transitioned to high school and extra events and meetings were made with parents and the high schools which ensured a successful transition. The children were able to fully participate in residential, transition and experiences and left us in a strong position to begin their high school journey. We also provided extra transition for some of the disadvantaged children who were moving internally between year groups and key stages.

Academically there were 14 children in the disadvantaged group and their teacher assessed attainment was:

2021	Reading	Writing	Maths
	Dis	Dis	Dis
Attainment	80% ARE	53%ARE	67% ARE

We are particularly pleased with the reading percentage as this was a focus throughout the pandemic and is the gateway for the children to access all curriculum areas at high school. The decrease in writing attainment mirrors the picture across school.

Table showing the proportion of disadvantaged children receiving wave 2 interventions 2020-2022

**Percentage of disadvantaged children receiving wave 2 interventions per year group**

Year group	Emotional and Social support (inc family support)	Reading (inc phonics)	Maths	Percentage of children not receiving any wave 2 support
Reception	40%	100%	n/a	0%
Year 1	40%	100%	n/a	0%
Year 2	45%	100%	27%	0%
Year 3	83%	75%	33%	7%
Year 4	56%	57%	25%	6%
Year 5	36%	60%	71%	13%
Year 6	40%	20%	60%	7%

## 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:*

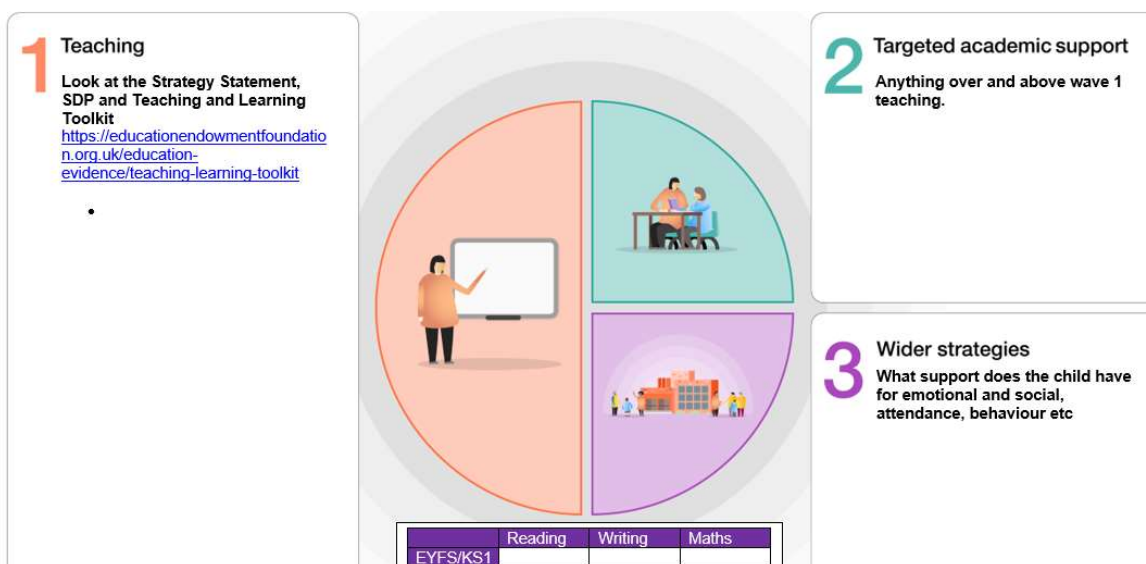
Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p><b>2022/23 n/a</b></p> <p><b>2021/22 n/a</b></p> <p>2020/21</p> <p>There was one child who was in receipt of this. The money was spent on specialist equipment which supported the children in class, for example ear defenders, and equipment for timetabled adjustments such as apparatus for their daily sensory circuit. Money was also used to subsidise</p>

	<p>experiences such as outdoor adventure activity trips which the year group went on. The child and family also received cluster support as the child struggled with anxiety during lockdown.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>These provisions allowed the child to return to school successfully after lockdown, participate in a full curriculum and experiences, build peer relationships and also prepare for the transition to high school.</p>

## 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.*