

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Morecambe Road
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Anna Dootson
Pupil premium lead	Michelle Jennings
Governor / Trustee lead	Sarah Mainwaring

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,525
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£103,525

Part A: Pupil premium strategy plan

Statement of intent

At Morecambe Road we aim to learn and achieve together and strive for excellence and equality for all our pupils. We recognise that all children in our setting will have diverse challenges and barriers to learning, but with excellent teaching and leadership, we have adopted a focussed approach to groups and individuals facing barriers including:

- Provision of a range of interventions, resources and technological aids to support progress, personal development and welfare.
- Meet the administrative requirements of CLA pupils, engaging in meetings with parents/carers, external agencies and multi-disciplinary groups.
- Ensure that pupils can engage in broader enrichment activities such as residential breaks and trips, sporting activities and performances.
- Ensure staff continuous development is updated to provide an ongoing breadth of knowledge and skills in relation to pupil needs and progress.
- To provide timely support to families so that pupils attain their full potential, by supporting home to help reduce identified barriers to learning.
- Ensure pupils are still able to access charged items in school (fruit, specific clothing, residential/visit costs).
- Ensure capacity to support pupils who require additional 1-1 personal care and support during lunchtime and other unstructured activity

Additional pastoral intervention also takes place for pupil premium pupils across the school. This can be in group or individual sessions on topics which have been specifically identified during progress tracking and any relevant meetings/discussions with parents/carers.

Topics such as hygiene, independence skills, social skills, health and well-being, self-control, confidence and self-esteem building, understanding feelings and emotions, relationships, anger management and internet safety may be covered and activities are arranged to help pupils with their development in these areas. Such activities include cooking, shopping, visiting local cafes, visiting a local farm, dancing, drumming, judo and road safety sessions.

All pupils at Morecambe Road benefit from a staff and curriculum structure which supports their specific educational needs, so additional teaching assistant support is put into the classroom to assist disadvantaged pupils to achieve their potential. We are continuing to develop our curriculum to enable pupils to have greater access to outdoor education and residential trips.

Regardless of pupil premium receipts, no pupil is excluded from any activity on account of being unable to afford it. However, the pupil premium grant is used to support pupils for whom we receive the grant. Specific requests for resources or activities are reviewed by school and granted if school feels the resource or activity would further enhance the pupil's education and personal development.

We currently provide school/PE uniforms and/or free breakfast for those pupils we feel would otherwise be unable to afford it. Historically, the pupil premium pupils have performed as well, if not better, than those not receiving the additional grant.

Challenges

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

Challenge number	Detail of challenge
1	B-squared assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language comprehension difficulties compared to non-disadvantaged pupils in our school.
2	Our B-squared assessments and analysis show that disadvantaged pupils generally make slightly less progress in comparison to their peers. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be slightly lower in most subjects compared to non-disadvantaged pupils.
3	Internal assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties. Their aspirations are usually limited due to home dynamics.
4	Families with economic constraints will often refuse opportunities for their children to attend residential visits or attend events external to school if there is a cost to source.
5	Pupils from disadvantaged backgrounds often have poor attendance and this can sometimes be due to ill-health or poor sleep hygiene.

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
Improve phonic and literacy skills of pupils in receipt of pupil premium.	Develop high quality, timetabled, daily phonic and literacy lessons in KS1-4. Pupil progress will be tracked by teachers across all phases and recorded. Assessment framework, learning walks and observations will monitor the quality of learning.
For pupil premium pupils to achieve/exceed their progression targets in line with all of the school population	Set challenging but achievable targets for all pupils across all subjects which are monitored and if needed, interventions by teachers and teaching assistants applied. Termly updates on B-Squared entered by all teachers in all subjects and tracking summary sheets of interventions.

	Evidence and scrutiny of work by subject coordinators.
Increase the social skills and emotional development of targeted pupil premium pupils. Develop a positive self-image and self-esteem, for all pupil premium pupils so they will engage consistently with their learning and have aspirations for their future.	Support for Family Liaison Officer and in-house Mental Health Champions with regular meetings with SLT to monitor the implementation of the strategies. Development of a coherent strategy for emotional wellbeing and mental health, prioritise staff emotional wellbeing, establish a culture that regards mental health as the responsibility of all.
To ensure that pupils identified as pupil premium attend residential like their peers.	Subsidise the cost of residential/educational visits Increase in personal and social development levels on return from the visits – recorded on B-Squared.
Attendance for students with pupil premium is in line/exceeds school average.	Continuous monitoring of attendance and interventions applied should issues begin to arise.

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: £ 38,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Delivery by external provider of TEACCH strategies within the classroom environment to all staff</i>	<i>CPD around sensory needs of pupils and communication to reduce anxieties and over stimulation. Allocate resources and strategies effectively. Teachers will deepen their knowledge and skills through CPD.</i>	3
<i>Recruitment of a Family Liaison Officer</i>	<i>Initiate the role of Family Liaison Officer to develop strategies to overcome barriers to learning, improve pupils' social and emotional development and continue to develop family engagement with families that require additional support.</i>	3, 4
<i>Mental Health and Wellbeing training for all staff</i>	<i>Increase understanding and responses to overcome barriers to learning and personal development for pupils with attachment issues and those who have had ACEs.</i>	5
<i>Specific therapeutic training to support pupil emotional health and wellbeing</i>	<i>Develop a positive self-image and self-esteem, for all PP pupils so they will engage consistently with their learning and have aspirations for their future.</i>	3, 4, 5

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

Budgeted cost: £ 32,755

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Structured interventions for SpLD – Renewal of IDL Licence to support online progress and tracking.</i>	<i>Use of the digital platform tracks progress in both Literacy and Numeracy for pupils who require intensive support. Application can be used in various locations.</i>	1, 2
<i>Implement high quality, timetabled, daily phonic</i>	<i>The Education Endowment Foundation (EEF) Toolkit research and reports for phonics and mastery of basic reading.</i>	1, 2, 3

<i>and literacy sessions in KS1-4.</i>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 31,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Increase the number of sessions for Mental Health and Wellbeing with lead practitioners</i>	<i>Regular sessions enable pupils to develop strategies to support their mental and emotional wellbeing. Practitioners are able to use assessment tools to monitor progress.</i>	3, 4, 5
<i>Introduction of therapy sessions in one to one and small groups for Lego, Play and Drawing & Talking on a weekly basis</i>	<i>Sessions will utilise the EEF research on one to one tutoring and small group work. PP pupils will present with increased engagement and self esteem as a result on engagement in the sessions.</i>	5
<i>Regular monitoring of attendance and interventions</i>	<i>Implement attendance plans and strategies for all appropriate pupils falling into the persistent absence category (below 85%)</i>	5
<i>Subsidy of residential visits and trips for pupils on PP</i>	<i>Liaison with parents of identified pupils that do not engage in educational visits. Offer discreet and dignified support.</i>	4

Total budgeted cost: £ 103,525

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.

Aim	Impact	Outcome
Improve phonic and literacy skills of pupils in receipt of pupil premium.	Interventions and dedicated phonic and literacy sessions to be implemented. Ongoing monitoring through B-Squared assessment and IDL screening to show progress.	Our internal assessments during 2021/22 indicated that at least 91% of PP pupils made progress in all areas of literacy and phonics with 26% of these pupils making progress of more than 1 step.
For pupil premium pupils to achieve/exceed their progression targets in line with all of the school population	Regular assessment monitoring and work scrutiny across all subjects. Progress trackers to be generated for every pupil.	Analysis of B-Squared and ongoing assessments show that PP pupils achievement was slightly better than non PP pupils. Maths analysis show an average of 7% better performance and English an average of 2% better performance.
Increase the social skills and emotional development of targeted pupil premium pupils. Develop a positive self-image and self-esteem, for all pupil premium pupils so they will engage consistently with their learning and have aspirations for their future.	Implementation of Zones of regulation across the school. Sessions with Mental Health Champions for drawing & talking and Lego therapies.	Analysis of B-Squared shows that 93% of PP pupils achieved progress in all PHSE parameters with 34% making progress of more than 1 step.
To ensure that pupils identified as pupil premium attend residential like their peers.	Four residentials offered each year. All PP pupils are offered places ahead of non PP pupils. Duke of Edinburgh Bronze and Silver expeditions also offered.	All pupils with PP indicator who wanted to attend at least one residential was achieved. Those who did not feel confident staying away from home were able to attend as a day participant so they did not lose out on the experience.
Attendance for students with pupil premium is in line/exceeds school average.	Weekly monitoring and analysis of attendance. Interventions and support applied should attendance fall below expectations.	The majority of pupils with PP indicator have an attendance percentage of 92% or above which is in line with all other pupils. 10 pupil's attendance was

		below 85% and referrals/support was applied from the Family Liaison Officer and the local authority PAST officer.
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Externally provided programmes

Programme	Provider
N/A	