

Pupil premium strategy statement – Morecambe Road 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	200
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs A Dootson, Headteacher
Pupil premium lead	Mrs A Dootson, Headteacher
Governor	Mrs S Mainwaring, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,167
Recovery premium funding allocation this academic year	£80,976
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£209,143

Part A: Pupil premium strategy plan

Statement of intent

At Morecambe Road School we use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Our pupils all face a wide range of challenges. We provide for all pupils, inclusively, a balanced, individualised curriculum, rich in diversity and life skills that facilitates independent learning.

However, we know that additional economic disadvantages create a variance in learning outcomes, particularly in terms of:

- Academic attainment
- Positive Transition to further and higher education
- Employability
- Social opportunities
- Enrichment Activities

It is our aim that the outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers. At the heart of our approach is high-quality teaching and the pupil premium funding is spent on whole-school approaches, such as learning support in the classroom, and individual needs, such as individual IT equipment.

As well as learning outcomes, we assess the socio-economic situation of our pupils – their mental health and wellbeing. We have a clear staffing structure that allows for the extended work with families and engages hard to reach families with a nurturing approach. There is a clear and firm approach to attendance and expectations ensuring boundaries are set and dialogue is maintained.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

All pupils at Morecambe Road School 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. Furthermore, we are continuing to develop our curriculum to enable pupils to have greater access to outdoor education and residential trips. We have employed a HLTA to manage Outdoor Education. In addition to our annual trips, pupils benefit from the residential and outdoor experiences at Bendrigg Lodge, Coniston Water Park and Borwick Hall and through the Duke of Edinburgh Award Scheme.

Challenges

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

Challenge number	Detail of challenge
1	Staff Knowledge and Understanding of Impact for Disadvantaged Pupils
2	Limited or No Access to Learning Resources
3	Exacerbated Challenges as a Result of Disadvantages
4	Limited Access to Enrichment and Opportunities
5	Lack of Experience in Life Skills and Independence

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
Quality CPD/staff training is implemented and delivered to all school staff to secure K and U of Economically Disadvantaged pupils. Use of pupil data such as attendance and assessment to target intervention and support for pupil premium pupils and impacts	Whole School Understanding – CPD linked to Improvement Plans Whole School knowledge and communication of data and all pupil outcomes
Increased access in school and where identified individual access to learning resources such as IT equipment	All pupils having equal access to learning resources in school and at home
Low self-esteem and lack of motivation due to challenges of being economically disadvantaged	Developing confidence building activities Inclusion and equality embedded as a whole school approach such as PSHE topics
Remove barriers to encourage enrichment and opportunities	Enrichment and opportunities accessed by all pupils across school regardless of background or economic circumstances Creation of the right opportunities to help pupil premium students develop a desire to learn and fulfil maximum potential
Inclusive experiences in life skills and independent living	All pupils confident in life skills in line with their ability and demonstrating a desire to be independent as they go into young adulthood.

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

Budgeted cost: £106,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for Staff – Ongoing and New	Wide range of knowledge and understanding of pupil issues - pastoral care, communication skills, teaching and learning Embedding of Crisis Prevention and Intervention Sharing of good practice on Inset Days Training in safeguarding areas such as child on child abuse and then embedded in PSHE/RSE curriculum	1 and 3
Staffing Structure and Contracts	Flexibility in contracts to retain experienced staff and develop new roles to meet groups of pupils, such as the pupil premium cohort	1
Individual Identified Staff Roles Recruitment	Cover Supervisors for consistency of teaching, Family Liaison Officers for pastoral support, Speech and Language Support and Outdoor Education development	1, 4 and 5

Targeted academic support

Budgeted cost: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language	SLA with Speech Bubble Makaton Training NHS Speech and Language Therapy	1 and 3
Link courses for pupil vocational training	Access to LMC and Myerscough Phoenix 1 and 2 Satellite Unit	3, 4 and 5
HI and VI support from the Inclusion Disability Service	SLA with LCC Inclusion Team	3 and 5

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

Budgeted cost: £64,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residentials	All pupils in Years 6, 8 and 9 plus the Nurture Secondary Groups access Residential trips to Water Parks, Bendrigg and Borwick Outdoor Education Centres	3 and 5
Extra-curricular activities through extended services such as the Duke of Edinburgh Award Scheme	Duke of Edinburgh Accredited Centre and Award Scheme Activities and enrichment through After School Club and Holiday Club	2, 3, 4 and 5
Swimming sessions	Annual contract with the Loyne Hydrotherapy, Molly's Minnow School of Swimming and Heysham High School	4
Breakfast Club	Provision of breakfast free of charge	3
Events in school	Newsletter and Stakeholder Bulletins – recording events to demonstrate inclusion of all	4 and 5
Rewards system relates to pupil attendance and behaviour data.	Data on attendance and behaviour through SIMS, B squared and CPOMS.	3 and 5
Learning Facilities: Library, Outside Reading Area, Forest Friday Gazebo and Mud Kitchen Shelter	Physical installations to enrich pupil experiences	2, 4 and 5
IT Hardware	Purchase of IT hardware for individual pupils and constant improvements to IT resources in school	2 and 3
Educational Psychologist	Contract with Educational Psychologist	1 and 3
Life Skill Activities	Events in the Learning Café, access to the community, Duke of Edinburgh and trips/residentials	2 and 5
Careers and Enterprise experiences	Enterprises following a business model Employment of an independent advisor	3, 4 and 5

Total budgeted cost: £209,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Progress data evidences the performance of our disadvantaged pupils in the academic year 2022/23. This can be viewed at Appendix A and demonstrates that on average 70% of disadvantaged pupils have progressed at a good, moderate or minimal progress rate. B Squared Data Tools and Targets are used to track this progress.

The SIMS report at Appendix B evidences over 5% decrease in attendance rates between disadvantaged pupils and their cohort. There are strategies in place to bridge this gap, for example deployment of the Family Liaison Officers and use of SIMS attendance monitoring. However, school management are aware that more needs to be done to narrow the gap.

With the strategies in place outlined in Part A of this statement, there is a full expectation that the challenges will be overcome and future outcomes will be positive for the disadvantaged pupils at Morecambe Road School.

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.

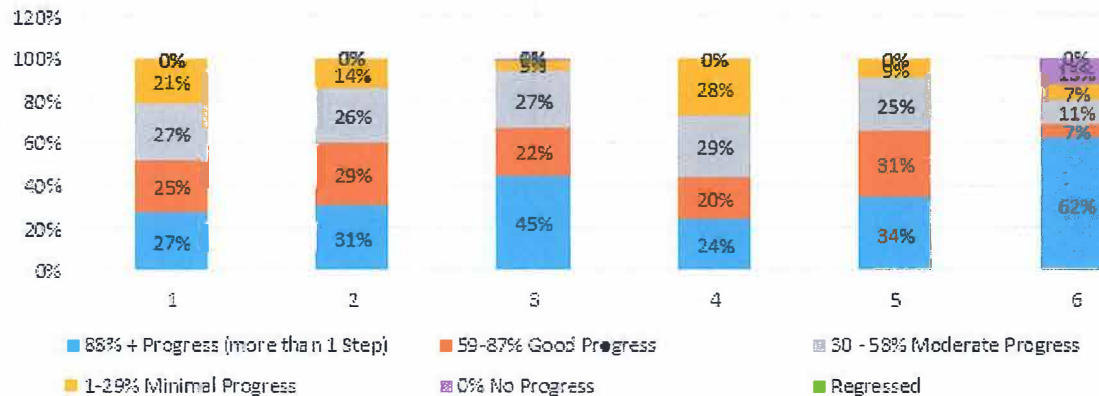
Programme	Provider
Careers Advisor	Jo Cottam
Speech and Language	The Speech Bubble
Educational Psychology	Dr Pat Bennett
Home Tutoring	Hawthorne's Limited
Pupil Mental Well Being	Build A Better Life

Further information (optional)

In addition to PPG we proactively apply for charity donations to subsidise

PPI/FSM:

PPI (Sept'22 - Jul'23)



KEY:

1	Reading
2	Writing
3	Spoken Language
4	Number
5	Measurement and Geometry
6	Statistics and Probability

FSM (Sept'22 - Jul'23)



- Both PPI and FSM pupils achieved the greatest amount of **Minimal Progress in Number**, followed closely by **Reading**.
- Statistics and Probability was observed to have the greatest amount of 0% Progress (at least 10%) for PPI and FSM pupils. However, this was largely affected by S7 and S8 who did not cover Statistics as an Entry Level topic e.g. S7/S8 contributed to 75% of the PPI pupils who achieved 0% in this parameter.

Group Analysis by Vulnerability

Period: 01/09/2022 AM to 31/08/2023 PM

Whole School

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Free School Meals	98	88.33	8.98	2.69	0.41	0.26
No Free School Meals	99	93.62	5.90	0.48	0.10	0.04