



Pupil Premium Grant Planned Expenditure 2019/20

1. Summary Information	
Total number of pupils on roll	451
Total number of pupils eligible for PPF	25
Total amount of PPF received	£57,400

2. Current Attainment Overview (N.B. to be updated when ASP for Summer 2019 available)		
	Pupils eligible for PP (school)	Pupils not eligible for PP (school)
% achieving expected standard or above in reading, writing and maths at then end of KS2 in July 2018	40%	67%
% across school making expected progress in reading 2017-18	92%	94%
% across school making expected progress in writing 2017-18	88%	91%
% across school making expected progress in maths 2017-18	88%	94%

3. Barriers to future attainment for pupils eligible for PP

Social and emotional intelligence - poor behaviour for learning and self-regulation in a number of pupils in the PP group is having a detrimental effect on their academic progress and that of their peers.

Ineffective learning behaviours - a survey of pupil attitudes to learning in July 2016 showed pupils eligible for PP funding to consider themselves less engaged and hardworking, with less enjoyment of learning and self regard as learners. Boxall profile shows greater need for intensive nurture and support in PPF group.

Current attainment gaps in Reading, Writing and Maths between pupils eligible for PPF and pupils who are not eligible.

Attendance rates for pupils eligible for PP are 94% (below the target for all children of 96%), with 53% of the PP cohort failing to meet the 96% target. This reduces in-school hours and results in reduced progress.

4. Desired Outcomes	Success Criteria for children eligible for PP
<p>Children will be able to talk about their feelings in a controlled way and acknowledge problems can be solved.</p>	<p>Children retain friendships Children have fewer arguments Children need less support during lesson time to address friendship issues Children self-regulate feelings and emotions Children will feel calm Fewer behaviour incidents will be recorded</p>
<p>Children make expected or better attainment and progress and speak about themselves as successful learners.</p>	<p>Children understand learning skills (7Cs) Children understand and show a growth mindset Children gain resilience and are not put off by struggle Children are ambitious and believe in their abilities. Children are engaged in learning and feel part of the learning process. Boxhall profiling shows good learner engagement and self-regard in pupils eligible for Pupil Premium</p>
<p>PP children's progress in Reading, Writing and Maths is in line with or higher than the non-PP cohort</p>	<p>Progress in Reading, Writing and Maths for pupils eligible for Pupil Premium will be at least equal to that of non-PP eligible pupils Interventions are carefully planned and regularly monitored for impact Increased % of pupils working at age related expectations in reading, writing and maths</p>
<p>The average attendance of PP children meets the 96% school target</p>	<p>Children will be excited about coming to school Children will encourage their parents to bring them to school The number of absences will decrease Attendance for children will be in line with National at 96% There will be no gap between the attendance of PP and non-PP pupils</p>

5. Nature of Support Overview 2019/20	
Focus on curriculum learning	38%
Focus on social, emotional and behaviour	55%
Focus on enrichment beyond the curriculum	3%
Focus on families/community (including attendance and extended day provision)	4%
Curriculum Focus:	
Increased % of pupils working at age related expectations in reading, writing and maths	

Planned Pupil Premium Fund spending by item/project 2019/20					
Year Group	Item/Project	Cost	Rationale	Objective	Outcome
EYFS	Early interventions - targeted support to improve application for and takeup of PPF in Early Years and in-class support for EYFS pupils	£2000	<p>Overall the evidence suggests that early years and pre-school intervention is beneficial with above average levels of impact (EEF research).</p> <p>Pupils for whom Morgans receives the pupil premium have reduced steadily. No significant changes in our pupil intake are apparent, and we strive to claim all the funds we can for eligible pupils.</p>	<p>Pupils eligible for Pupil Premium in years Nursery and Reception are identified - marketing via leaflet and at parent welcome events and open days.</p> <p>PPF pupils are discussed in Pupil Progress Meetings and observed at least once weekly. Opportunities for focussed learning and intervention groups for are identified for these pupils.</p> <p>Progress is reviewed weekly and next learning opportunities identified.</p>	<p>Leaflet produced and distributed with admissions information.</p> <p>School Business Manager ensured all parents completed online fields to ensure good identification of PP pupils in EYFS and KS1.</p> <p>5 pupils were identified in the Reception admissions process. These children have been included in early learning small groups based on their continuous provision needs mapping. These pupils have received additional support during home learning, including delivery of books and</p>

					resources to home.
Key Stage 1	Ongoing identification of Pupil Premium Pupils	£10	Pupils for whom Morgans receives the pupil premium have reduced steadily. No significant changes in our pupil intake are apparent, and we strive to claim all the funds we can for eligible pupils.	<p>Pupils eligible for Pupil Premium in Years 1 and 2 are identified - marketing via leaflet and at parent welcome events and open days.</p> <p>All pupils with entitlement to access PPF funding benefits are claimed for. Parents will be offered school uniform vouchers and a library of books if they make a successful application to accelerate progress in early reading and promote a love of books.</p>	More pupils are being identified at admission by school office staff - 5 in the Reception Year group this academic year.
Key Stage 2	<p>Pie Corbett Talk for Writing Literacy support</p> <p>Small group support with phonics, writing and reading to boost pupils to at or above chronological reading and spelling age</p>	£2000	<p>Booster programmes to target PP children not on track to achieve expected progress of ARE. 1:1 or small group work with targeted children Targeting PP pupils to attainment in line with non PP.</p> <p>Pupils rehearse sentences orally and then write, focussing on key literacy skills.</p>	<p>10 PPF pupils across KS2 make accelerated progress in reading and writing to diminish the difference between their attainment and national ARE.</p> <p>Pupils' reading and spelling ages are closer to their chronological ages.</p>	Progress for all pupils was impacted by the national lockdown in Spring 2020. Pupil Premium pupils made better progress than non-PPF pupils in Writing during this period. However, the gap for KS2 pupils appears to have widened in Reading and Maths and these will be focus areas for 2020-21 support and funding.
	<p>Maths Booster</p> <p>Small group support with TA supporting to bridge gaps in mathematical understanding. Reviewed regularly.</p>	£2000	<p>Booster programmes to target PP children not on track to achieve expected progress of ARE. 1:1 or small group work with targeted children Targeting PP pupils to attainment in line with non PP</p>	<p>7 PPF pupils across KS2 make accelerated progress in maths to diminish the difference between their attainment and national ARE.</p>	Progress for all pupils was impacted by the national lockdown in Spring 2020. Pupil Premium pupils made better progress than non-PPF pupils in Writing during this period. However, the gap for KS2 pupils appears to have widened in Reading and Maths and these will be focus areas for 2020-21 support and

					funding.
	Residential trip subsidy for Y4, 5 and 6	£2000	To ensure participation by PPF children to raise self- esteem and confidence. NFER research indicates that ensuring high quality opportunities for all is effective in promoting good attainment.	Self- confidence is raised. Children feel accepted and included with peers. All PPF pupils participate in residential trips. Parents of PPF pupils are contacted by the School Business Manager, SEMH support team, teacher or PPF coordinator to offer support with costs or SEMH needs.	Year 5 residential trip was able to go ahead before National Lockdown and subsidy funding was provided to eligible pupils, enabling their participation.
Whole School	Targeted feedback for PPF pupils - whole school training on effective feedback	£500	NFER shows feedback as potentially having 8+ months impact on learning. It is vital all staff working with PP children have a solid understanding of effective feedback and use it to consistently move children's learning on. Targeted 'red pen' marking will be used with PP pupils to move learning on within the lesson.	PPF children make good or better progress in Maths, Reading and writing leading to a diminished gap between PP pupils and other.	Progress for all pupils was impacted by the national lockdown in Spring 2020. Pupil Premium pupils made better progress than non-PPF pupils in Writing during this period. However, the gap for KS2 pupils appears to have widened in Reading and Maths and these will be focus areas for 2020-21 support and funding.
	Pupil Progress Meetings 2 x per year with Interventions Team and SLT	£2000	NFER research identified having a whole-school ethos of attainment for all, meeting individual needs, deploying staff effectively and responding to data evidence as effective strategies in improving attainment for disadvantaged pupils.	Barriers to learning for PPF pupils are identified and support provided quickly. Support measures are reviewed regularly and impact is measured to support ongoing progress.	Pupil Progress meetings went ahead in Autumn 2019 and also Autumn 2020, with good discussion of pupils' recovery needs identified and priorities set for the next academic year.
	Peer mentoring within extended day nurture setting	£400	The EEF find strong evidence for the positive impact of peer mentoring.	Mentors gain self-regard and are empowered to take responsibility for some aspects of teaching and learning. Children develop as leaders. Mentees have opportunities for	Peer mentoring was established in the Autumn Term and several Year 6 PPF pupils showed good independent learning skills and were able to develop leadership and collaboration skills.

				support with academic work, such as reading, homework and preparing for learning opportunities within a nurturing setting.	
Interventions Team Newsletter	£500	EEF research suggests that focused approaches which support parents in working with their children to improve their learning are beneficial. NFER research identified that responding to poor attendance and providing social and emotional support supports progress for disadvantaged pupils.	Newsletter engages parents and enhances link between disadvantaged families and school. Interventions team can promote learning and social opportunities directly to disadvantaged families. Home learning is supported. Learning and enhanced opportunities are celebrated.	Interventions team were very active in engaging parents, especially during lockdown. Parents of PPF pupils were contacted regularly, including home visits and delivery of laptops, broadband hubs, books and paper packs for pupils who needed support to access online learning. Teachers provided differentiated provision for PPF pupils as required and additional mentor support via phone and online platforms such as Tapestry, SeeSaw and Google Classroom.	
Parental Engagement Support via dedicated link staff member	£300	NFER research identified that responding to poor attendance and providing social and emotional support supports progress for disadvantaged pupils.	Interventions team can promote learning and social opportunities directly to disadvantaged families. Improved attendance for PPF group. Home learning is supported. Learning and enhanced opportunities are celebrated.	Link staff member was Ally Chadwick for Autumn Term and then Charlotte Malin for the Spring and Summer Terms (due to Ally Chadwick's Maternity Leave). These staff members have spoken with parents and helped them to access support as they required, including directing them to available support from external agencies and also to the school funding uniforms, trips, clubs etc.	
Social Learning ethos and culture development for class teachers and teaching	£3000	Meta-cognitive approaches have a consistently high levels of impact with meta-analyses reporting impact of between seven and nine months	Improved self-regulation and accelerated progress in the PPF group.	INSET in September reinforced the importance of self-regulation and meta-cognition, including supporting new staff to implement these	

assistants		additional progress.	Boxall profiling shows pupils in the PPF group's learning attitudes are in line with peers.	messages in their teaching. Coaching and further development of self-regulation and self-efficacy have led to an improvement in Boxall profile scores.
Targeted Extended School places - breakfast club and after school Learning Space	£1000	NFER and EEF research indicates the value of addressing family needs and responding effectively to attendance concerns quickly as associated with improved outcomes for disadvantaged parents.	Improved attendance and punctuality. Improved engagement with out of school learning.	During the Autumn Term, Breakfast club provision ensured key PPF pupils have a calm and supportive start to the school day. Attainment and punctuality of the pupils who have attended breakfast club had improved. Home learning, reading and tables practice has been improved for PPF pupils attending Learning Space.
Employment of specialist support staff to offer therapeutic play, bead therapy, educational psychology advice and support, social and emotional support, protective behaviours and therapeutic behaviour policy support, lunchtime nurture and activities developing learning powers and growth mindset.	£30,000	EEF shows meta-cognition and self-regulation as potentially having 8+ months impact on learning. These strategies raise children's self-confidence and teaches them self-regulation and how to become more effective learners.	Good progress made by pupils in the PPF group where attitudes to learning or SEMH complications have been identified as barriers to learning. Boxhall profiles indicate improved pupil wellbeing and readiness for learning.	Therapeutic approaches have enabled pupils to access learning. Adapted provision for PPF pupils who have SEN, particularly SEMH needs, has enabled pupils to access learning and develop social skills in a supported learning environment. Pupils have made accelerated progress as a result and show improved emotional wellbeing. Significant improvement has been seen in the progress and behaviour for learning of one Year 3 pupil who has had consistent provision at a ratio of 1:3 or less throughout the academic year. Individual management plans, liaison with Rivers behavioural support and close links with families have improved

					outcomes for PPF pupils.
Arts Mark resources, trips and CPD	£1,000	Arts Participation for PP pupils, including the 3 pupils on the Arts Council from the PPF group, will enable them to engage well at school as a result of a well designed and engaging curriculum.	Children develop learning in all areas of the Arts. Music lesson participation in the PPF group is improved. Pupils in the PPF group are supported in the '11 by 11' Cultural experiences programme.		Curriculum provision for pupils has widened opportunity for PPF pupils. Workshops delivering steel drum lessons, sessions with the Artist in Residence and school performances have improved engagement.
Olive Tree Group for pupils with SEMH needs, and/or ASD/ADHD Therapeutic play, sensory play and a range of academic and social interventions led by SEMH specialist TA to meet the emerging needs of pupils.	£10,400	Small group support allows teaching to be adapted to meet the academic and social needs of pupils with complex SEMH needs. Learning is personalised and structured to meet the needs of individual pupils.	Children in Olive Tree Group make good or better progress, including against social learning goals.		Adapted provision for PPF pupils who have SEN through the Olive learning group has enabled pupils to access learning and develop social skills in a supported learning environment. Pupils have made accelerated progress as a result and show improved emotional wellbeing and readiness for classroom learning.
Provision of resources/equipment /food/clothing matched to needs identified during Pupil Progress Meetings	£1000	To ensure well- being of individual children and readiness for learning.	Self -confidence is raised. Children feel accepted and included. Children are ready for learning and are provided with all the resources they require to engage fully in school life.		Pupils' basic needs have been supported by the school - uniform and food have been provided. Children have been able to participate in the full curriculum (e.g. outdoor learning, swimming, horse riding).
Provision for Horse Riding for the	£100	To raise self -esteem and confidence for SEN child on PPF	Self -confidence is raised. Rounded development.		This project ran during Autumn 2019 and PPF children who attended

	Disabled.			Self-care and awareness skills.	benefited from improved attention to instructions, attendance at school and engagement.
Total Spend : £58,210				The school has added £790	

Date for review

The impact of pupil premium spending on individual pupils and the PPF cohort as a whole is reviewed each half term and next steps are planned for individuals and groups. The date of the next review of the school's pupil premium strategy will be July 2020, when the overall impact of each action within the plan will be evaluated.

Appendix: Evidence on effective support of disadvantaged pupils

EEF

EEF research analysis suggests the following approaches as effective in promoting pupil progress.

Approach	Potential Gain	Cost	Applicability	Evidence	Summary	Page
Feedback	9 months	££	Pri, Sec, Maths, Eng, Science	★★★★	Very high impact for low cost	12
Meta-cognition	8 months	££	Pri, Sec, Eng, Maths, Science	★★★★	High impact for low cost	17
Peer tutoring	6 months	££	Pri, Sec, Maths, Eng	★★★★	High impact for low cost	20
Early years intervention	6 months	£££££	Pri, Maths, Eng	★★★★	High impact for very high cost	11
One-to-one	5 months	£££££	Pri, Sec, Maths, Eng	★★★★	Moderate impact for very high cost	18
Homework	5 months	£	Pri, Sec, Eng, Maths, Science	★★★★	Moderate impact for very low or no cost	13
ICT	4 months	££££	Pri, Sec, All subjects	★★★★	Moderate impact for high cost	15
Phonics	4 months	£	Pri, Eng	★★★★	Moderate impact for very low cost	22
Parental involvement	3 months	£££	Pri, Sec, Eng, Maths, Science	★★★★	Moderate impact for moderate cost	19
Sports participation	3 months	£££	Pri, Sec, Eng, Maths, Science	★★	Moderate impact for moderate cost	25
Summer schools	3 months	£££	Pri, Sec, Maths, Eng	★★	Moderate impact for moderate cost	26
Reducing class sizes	3 months	£££££	Pri, Sec, Maths, Eng	★★★★	Moderate impact for very high cost	23
After school programmes	2 months	££££	Pri, Sec, Eng, Maths, Science	★★	Low impact for high cost	8
Individualised instruction	2 months	££	Pri, Sec, Eng, Maths, Science	★★★★	Low impact for low cost	14
Learning styles	2 months	£	Pri, Sec, All subjects	★★★★	Low impact for very low or no cost	16
Arts participation	1 month	££	Pri, Sec, Eng, Maths, Science	★★★★	Very low impact for low cost	9

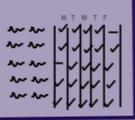
NFER

NFER research identifies the seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment.

1. Whole-school ethos of attainment for all



2. Addressing behaviour and attendance



3. High quality teaching for all



4. Meeting individual learning needs



5. Deploying staff effectively



6. Data driven and responding to evidence



7. Clear, responsive leadership

