

### 1. Summary information

<b>School</b>	Morningside				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£283,800	<b>Date of most recent PP Review</b>	March 1 <sup>st</sup> 2017
<b>Total number of pupils</b>	488	<b>Number of pupils eligible for PP</b>	196	<b>Date for next internal review of this strategy</b>	20.2.18

### 2. Current attainment

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	70%	67%
<b>% making progress in reading</b>	+1.02	+0.33
<b>% making progress in writing</b>	+2.37	+0.18
<b>% making progress in maths</b>	+0.96	+0.28

### 3. Main barriers to educational achievements (for pupils eligible for PP, including high ability, in school and out of school)

<b>A.</b>	Social and emotional needs/ Challenging behaviour
<b>B.</b>	Attendance and punctuality
<b>C.</b>	Positive parental engagement
<b>D.</b>	SEND/EAL

### 4. How the impact will be measured

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<b>Raised attainment and accelerated progress in all year groups:</b> <ul style="list-style-type: none"> <li>Fundamentals checks each half term</li> <li>Reading records kept by staff who do daily interventions</li> <li>Lesson observations</li> <li>Book looks</li> <li>Provision meetings</li> <li>Peer observations</li> </ul>	<ul style="list-style-type: none"> <li>Pupils eligible for the pupil premium grant achieve in line with their peers nationally</li> <li>The progress of all pupils eligible for the pupil premium grant is good or better</li> <li>No significant gaps are discernible between disadvantaged and non-disadvantaged pupils</li> </ul>

<b>B.</b>	<b>Reduction in incidences of low level disruption to learning. Better pupil engagement:</b> <ul style="list-style-type: none"> <li>▪ Learning walks</li> <li>▪ Behaviour data reviewed fortnightly</li> <li>▪ Exclusions data reviewed termly</li> <li>▪ Log of subsidies and placements</li> <li>▪ Attendance logs for clubs, activities and out of school trips</li> <li>▪ Register of enrichment activities</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking systems demonstrate that low level disruption is decreasing</li> <li>• Pupils identified as vulnerable have equal access to a wide range of curriculum enrichment activities</li> <li>• Take up for clubs is monitored and recorded</li> </ul>
<b>C.</b>	<b>Attendance and punctuality is good in all year groups:</b> <ul style="list-style-type: none"> <li>▪ Home visits</li> <li>▪ Attendance data</li> <li>▪ Punctuality monitoring (late gate)</li> <li>▪ Local authority attendance office on site weekly</li> <li>▪ Free breakfast and after school clubs where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent absenteeism is monitored closely and continues to fall</li> <li>• Excellent systems to monitor attendance and punctuality are in place and are regularly reviewed and updated where necessary</li> <li>• School attendance figures are in the top 20% nationally</li> </ul>
<b>D.</b>	<b>Improved parental engagement:</b> <ul style="list-style-type: none"> <li>▪ Wide range of parent workshops available throughout the year</li> <li>▪ Drop-in sessions</li> <li>▪ Open door policy-leaders available at the beginning and end of each day</li> <li>▪ Attendance at PSP meetings</li> <li>▪ Good communication –Marvellous Me, website, texts, emails and posters</li> </ul>	<ul style="list-style-type: none"> <li>• Parent workshops and drop-ins are well attended</li> <li>• Parents who attend workshops, drop-ins and SEN support group report that they feel empowered to support their children’s learning at home</li> <li>• Home visits are in place for targeted pupils</li> <li>• Parental attendance at PSP meetings is 95% or higher</li> </ul>

## 5. Planned expenditure

**Academic year**
**2018-19**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Objective	Action	Cost	Impact
Targeted sessions to develop and reinforce learning	SENDCo and phase leaders identify children through the Fundamentals checks and organise intervention groups in reading, writing, maths and phonics. Groups are reviewed every 8 weeks	£40,000	
Develop and reinforce skills in reading and maths	Subscriptions to Mathletics and Reading Eggs to support home learning for all pupils	£5,500	

**ii. Targeted support**

Objective	Action	Cost	Impact
Improve writing for targeted pupils	Small group intervention with specialist teacher Year 6 writing tutorials	£28,000 £20,000	
Improve the % attendance in all year groups	Attendance Officer to work with pastoral team top support families	£7,500	
Raising attainment and ensuring Y6 pupils are "secondary ready"	Easter school provision After school "booster" sessions	£2,000 £5,000	
Accelerate reading progress	Additional TA in EYFS with focus on reading	£27,000	
To support emotional wellbeing and reduce exclusions	Trips and outings subsidy to ensure equality of access to enrichment activities Mentoring from qualified staff Additional PE coach to do small group mentoring sessions daily	£14,000 £7,000 £7,000	
To raise attainment and accelerate progress in reading	Daily 1:1 reading with trained member of staff for all pupils who are reading below the expected level for their year group More able pupils in Y2 and Y6 top have additional reading experiences and interventions to further develop their reading comprehension and inference skills	£48,000 £20,000	
To support emotional wellbeing and reduce exclusions	Small group enrichment/ extension activities Pastoral manager role funded to support pupils and families	£30,000 £32,000	

**iii. Other approaches**

Objective	Action	Cost	Impact
Ensuring children are ready to learn	Walking bus to collect pupils who have punctuality issues due to vulnerability Subsidised breakfast club places Subsidised places at after school clubs	£13,000	
Equality of access	Music tuition during and after school	£10,000	
Total budgeted cost		£280,500	

6. Review of expenditure			
Previous Academic Year			
i. Quality of teaching for all			
Chosen action/approach	Evaluation of impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted support			
Chosen action/approach	Evaluation of impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
iii. Other approaches			
Chosen action/approach	Evaluation of impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Total budgeted cost			