

**1. Summary information**

School	Morningside				
Academic Year	2019-20	Total PP budget	£257,400	Date of most recent PP Review	February 2019
Total number of pupils	488	Number of pupils eligible for PP	195	Date for next internal review of this strategy	July 2019

2. Current attainment

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	70%	65%
% making progress in reading	84%	71%
% making progress in writing	80%	76%
% making progress in maths	83%	75%

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

A.	Social and emotional needs/ Challenging behaviour-a significant minority of pupils demonstrate challenging behaviour and need to have additional support from our Pastoral team. A number of pupils have issues with anger and with regulating their emotions.
B.	Attendance and punctuality-our data demonstrates a clear link between attainment and attendance. Persistent absence is a challenge for our pastoral team as is lateness. We have a number of families who are regularly late and who take time off during the school term.
C.	Social Deprivation- indicators place the school in the highest quintile nationally. Due to a range of social and economic pressures a large number of children miss out on opportunities for educational enrichment outside school. We have a number of families who are supported by Children's Social Care and families who need help from the school in order to support their children's learning.
D.	Diversity-63% of our pupils speak English as an additional language and at least one quarter of the children start in the nursery provision with little or no knowledge of English. Our children need to have targeted support in order to catch up with their peers.
E.	SEND/EAL- 24% of our pupils have recognised special educational needs. This is well above the national average. Our inclusion team support a wide range of needs both for pupils with Education and healthcare plans and for those who require additional support. We have a high number of children with ASD and who present with social and emotional needs.

4. How the impact will be measured

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Raised attainment and accelerated progress in all year groups: <ul style="list-style-type: none"> Fundamentals checks each half term Reading records kept by staff who do daily interventions Lesson observations Book looks Provision meetings Peer observations 	<ul style="list-style-type: none"> Pupils eligible for the pupil premium grant achieve in line with their peers nationally The progress of all pupils eligible for the pupil premium grant is good or better No significant gaps are discernible between disadvantaged and non-disadvantaged pupils and where there are gaps, they are closing rapidly
B.	Reduction in incidences of low level disruption to learning. Better pupil engagement: <ul style="list-style-type: none"> Learning walks Behaviour data reviewed fortnightly Exclusions data reviewed termly Log of subsidies and placements Attendance logs for clubs, activities and out of school trips Register of enrichment activities 	<ul style="list-style-type: none"> Tracking systems demonstrate that low level disruption is decreasing Pupils identified as vulnerable have equal access to a wide range of curriculum enrichment activities Take up for clubs is monitored and recorded
C.	Attendance and punctuality is good in all year groups: <ul style="list-style-type: none"> Home visits Attendance data Punctuality monitoring (late gate) Local authority attendance office on site fortnightly Free breakfast club where appropriate Free breakfast given to all pupils who want it on arrival 	<ul style="list-style-type: none"> Persistent absenteeism is monitored closely and continues to fall Excellent systems to monitor attendance and punctuality are in place and are regularly reviewed and updated where necessary Good relationships exist with families. Parents appreciate support and attend workshops School attendance figures are in the top 30% nationally
D.	Improved parental engagement: <ul style="list-style-type: none"> Wide range of parent workshops available throughout the year to support learning at home, especially in reading Open Days each term Open morning in Early Years each week Accessible senior staff-staff available to parents at the beginning and end of each day Good communication –Marvellous Me, website, texts, emails and posters 	<ul style="list-style-type: none"> Parent workshops and drop-ins are well attended Parents who attend workshops, drop-ins and SEN support group report that they feel empowered to support their children's learning at home Parents report that communication is good Open days are well attended Home visits are in place for targeted pupils Parental attendance at PSP meetings is 95% or higher

**5. Planned expenditure****Academic year****2019-20**

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	Intervention teacher -Senior leaders and class teachers identify children through the Fundamentals checks and organise intervention groups in reading, writing, maths and phonics. Groups are reviewed every 8 weeks	£35,000	
Develop and reinforce skills in reading and maths	Subscriptions to Reading Plus, Mathletics and Times tables rockStars 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/ SLT member	£28,000	
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"	After school "booster" sessions E-homework club (weekly) to ensure year 6 pupils can complete revision	£2,000 £2,000	
Accelerate reading progress	Additional TA in EYFS with focus on reading 16 UKS2 pupils to attend Hackney Pirates	£27,000 £4,000	
To support emotional wellbeing and reduce exclusions	Trips and outings subsidy to ensure equality of access to enrichment activities Additional PE coach (half day per week) to support vulnerable pupils in being ready to learn ELSA trained teaching assistant to run small group sessions for pupils with social and emotional issues	£14,000 £7,000 £8,000	



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	£20,000	
	More able pupils in Y2 and Y6 top have additional reading experiences and interventions to further develop their reading comprehension and inference skills	£2,000	
	Additional speech and language resources bought in to support early interventions	£10,000	
To support emotional wellbeing and reduce exclusions	Pastoral manager role funded to support pupils and families	£47,000	
	Specialist SEN Sports provider to work with pupils at risk of exclusion- 2 x weekly sessions	£20,000	
	Therapy service to support vulnerable pupils (half day per week)	£5,000	
	Re-engagement unit support from local authority to work with families, teachers and inclusion team to support pupils at risk of exclusion	£11,000	
iii. Other approaches			
Objective	Action	Cost	Impact
Ensuring children are ready to learn	Subsidised breakfast club places	£3,000	
Equality of access	Music tuition during and after school	£10,000	
Total budgeted cost		£255,000	



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			