

## Pupil premium spending 2019/20 - 2021/22

SUMMARY INFORMATION			
Date of most recent pupil premium review:	July 2020	Date of next pupil premium review:	February 2020
Total number of pupils:	458	Total pupil premium budget:	£278,415
Number of pupils eligible for pupil premium:	209	Amount of pupil premium received per child:	£1345

STRATEGY STATEMENT
Morningside's Pupil Premium strategy is highly successful. There is a school-wide commitment to raising achievement for pupils who are eligible for free school meals.
Additional adult support is of high quality. Every effort is made to ensure that pupils eligible for the pupil premium have access to the best teachers and are supported by skilled and well-trained additional adults.
We strive to ensure that the work of additional adults is closely monitored and thoroughly evaluated.
At Morningside there is a very strong commitment, shared by staff and governors, to doing everything possible to remove any barriers that might hinder a pupil's development. We are highly ambitious, respond to what we know to be good practice and ensure that our vision for improvement is clear.
Leaders have used evidence from experience and from research to develop a strategy with an emphasis on the achievement of all pupils.

## Assessment information

EYFS	<i>Pupils eligible for pupil premium (PP)</i>	<i>Pupils not eligible for PP</i>	
		<i>School Average</i>	<i>National average</i>
Good level of development (GLD)	78%	77%	72%
Reading	89%	89%	77%
Writing	83%	81%	74%
Number	89%	89%	80%
Shape	100%	92%	82%

YEAR 1 PHONICS SCREENING CHECK		
<b>Pupils eligible for PP</b>	<b>Pupils not eligible for PP</b>	<b>National average</b>
94%	90%	82%

END OF KS1			
	Pupils eligible for PP	Pupils not eligible for PP	
		<i>School average</i>	<i>National average</i>
% achieving expected standard or above in reading, writing and maths	75%	77%	65%
% making expected progress in reading	83%	77%	75%
% making expected progress in writing	83%	77%	69%
% making expected progress in maths	79%	89%	76%

END OF KS2			
	Pupils eligible for PP	Pupils not eligible for PP	
		<i>School average</i>	<i>National average</i>
% achieving expected standard or above in reading, writing and maths	75%	73%	65%
% making expected progress in reading	81%	77%	73%
% making expected progress in writing	81%	82%	78%
% making expected progress in maths	75%	82%	79%

## Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	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.
B	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.
C	We have a high number of children with ASD and who present with social and emotional needs. 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.

ADDITIONAL BARRIERS	
External barriers	
D	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.
E	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.

INTENDED OUTCOMES		
Specific outcomes		Success criteria
A	<p><b>Raised attainment and accelerated progress in all year groups:</b></p> <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 and where there are gaps, they are closing rapidly</li> </ul>
B	<p><b>Reduction in incidences of low level disruption to learning. Better pupil engagement:</b></p> <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>
C	<p><b>Attendance and punctuality is good in all year groups:</b></p> <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 fortnightly</li> <li>▪ Free breakfast club where appropriate</li> <li>▪ Free breakfast given to all pupils who want it on arrival</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>▪ Good relationships exist with families.</li> <li>▪ Parents appreciate support and attend workshops School attendance figures are in the top 30% nationally</li> </ul>

D	<p><b>Improved parental engagement:</b></p> <ul style="list-style-type: none"> <li>▪ Wide range of parent workshops available throughout the year to support learning at home, especially in reading</li> <li>▪ Open Days each term</li> <li>▪ Open morning in Early Years each week</li> <li>▪ Accessible senior staff-staff available to parents at the beginning and end of each day</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>▪ Parents report that communication is good</li> <li>▪ Open days are well attended</li> <li>▪ Home visits are in place for targeted pupils</li> <li>▪ Parental attendance at PSP meetings is 95% or higher</li> </ul>
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## Planned expenditure for current academic year 2020/21

Our planned expenditure will alter after each review (February and July) when we will analyse the impact of each element of the strategy. Changes will also be made yearly in relation to the number of pupils eligible for the grant.

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
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	Raised attainment	Evidence from experience enables us to use high quality teaching that is matched to pupil needs	Rigorous monitoring Allocating the best teachers	SLT	Intervention groups are monitored every 8 weeks
Develop and reinforce skills in reading and maths	Raised attainment	Evidence from experience enables us to use high quality teaching that is matched to pupil needs	Rigorous monitoring Allocating the best teachers	SLT	Intervention groups are monitored every 8 weeks

					<b>Total budgeted cost:</b>	<b>£40,500</b>
<b>Targeted support</b>						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	
Small group intervention with specialist teacher/ SLT member	Improve writing for targeted pupils	Evidence from experience enables us to use high quality teaching that is matched to pupil needs	Rigorous monitoring Allocating the best teachers	Writing leader	Intervention groups are monitored every 8 weeks	
Attendance Officer to work with pastoral team to support families	Improve the % attendance in all year groups  Reduce persistent absence	Good use of data-evidence demonstrates that pupils with poor attendance make slower progress	Monitoring Working with local authority attendance officer	Pastoral team and SLT	Fortnightly reviews of attendance data by SLT	
Subsidised breakfast club places	Ensuring children are ready to learn	Addressing the needs of individual pupils	Pastoral manager to monitor provision SLT to monitor impact on achievement	Pastoral team and SLT	Termly overview presented to SLT Admin team manage data and share information with SLT and pastoral team	
Music tuition during and after school	Equality of access	Addressing the needs of individual pupils	Music leader to monitor provision(mostly taught by peripatetic teachers)	Music leader	Reviewed termly	

					Total budgeted cost:	£48,500
Other approaches						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	
Additional TA in EYFS with focus on reading 16 UKS2 pupils to attend Hackney Pirates	Accelerate reading progress	Emphasis on the achievement of all pupils. Reading is key to accessing the whole curriculum and is a focus on the school development plan	Reading Champion and SLT to monitor	DHT	Ongoing monitoring	
After school “booster” sessions E-homework club (weekly) to ensure year 6 pupils can complete revision	Raising attainment and ensuring Y6 pupils are “secondary ready”	Addressing individual needs – many pupils do not have internet access at home Evidence of impact from previous academic year	Run by SLT on a weekly basis.	SLT	Ongoing – (Sept-May)	
Trips and outings subsidy to ensure equality of access to enrichment activities – <b>paused in September 2020 due to COVID-19 restrictions</b>  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	To support emotional wellbeing and reduce exclusions	Addressing individual needs	Evidence of impact from previous academic year	SLT	Monitoring overview in place to ensure all areas of social and emotional support are reviewed by Inclusion Leader termly	

<p>Daily 1:1 reading with trained member of staff for all pupils who are reading below the expected level for their year group</p> <p>More able pupils in Y2 and Y6 to have additional reading experiences and interventions to further develop their reading comprehension and inference skills</p> <p>Additional speech and language resources bought in to support early interventions</p>	<p>To raise attainment and accelerate progress in reading</p>	<p>Accelerate reading progress</p>	<p>Emphasis on the achievement of all pupils. Reading is key to accessing the whole curriculum and is a focus on the school development plan</p>	<p>Reading Champion and SLT to monitor</p>	<p>DHT</p>
<p>Pastoral manager role funded to support pupils and families</p> <p>Specialist SEN Sports provider to work with pupils at risk of exclusion- 2 x weekly sessions</p> <p>Therapy service to support vulnerable pupils (half day per week)</p> <p>Re-engagement unit support from local authority to work with families, teachers and inclusion team to support pupils at risk of exclusion</p>	<p>To support emotional wellbeing and reduce exclusions</p>	<p>Addressing individual needs</p>	<p>Evidence of impact from previous academic year</p>	<p>SLT</p>	<p>Monitoring overview in place to ensure all areas of social and emotional support are reviewed by Inclusion Leader termly</p>
<p>Total budgeted cost:</p>					<p>£167,500</p>

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