

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		
<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>	July		
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%	61%			
% making progress in reading			83%	71%			
% making progress in writing			83%	76%			
% making progress in maths			85%	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						
B.	Attendance and punctuality						
C.	Positive parental engagement						
D.	SEND/EAL						
4. How the impact will be measured							
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>			
A.	<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>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>
C.	<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>
D.	<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.							
<b>i. Quality of teaching for all</b>							
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	End of year outcomes demonstrate that the % of pupils working at the expected level has risen in all year groups. There was also an increase in the number of pupils who moved from expected level to greater depth				

Develop and reinforce skills in reading and maths	Subscriptions to Mathletics and reading Eggs to support home learning for all pupils	£5,500	
<b>ii. Targeted support</b>			
Objective	Action	Cost	Impact
Improve writing for targeted pupils	Small group intervention with specialist teacher Year 6 writing tutorials	£28,000 £20,000	<b>Data from writing intervention groups shows good progress. External evaluation of progress in year and external moderation shows excellent outcomes for writing in year 6</b>
Improve the % attendance in all year groups	Attendance Officer to work with pastoral team to support families	£7,500	% attendance for 201
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	£15,000 £32,000	
<b>iii. Other approaches</b>			
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	£3,000	
Equality of access	Music tuition during and after school	£10,000	



<b>Total budgeted cost</b>	£280,500
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6. Review of expenditure			
Previous Academic Year (2018-19)		Reviewed by SLT in February and July	
i. Quality of teaching for all			
Chosen action/approach	Evaluation of impact:	Lessons learned	Cost
Fundamentals checks and targeted interventions in and out of the classroom	No significant gaps are discernible between disadvantaged and non-disadvantaged pupils in maths and reading. There are some gaps in boys writing and this is being addressed through targeted interventions. Year 2 maths gap is closing rapidly due to focussed support from phase leader	This approach will continue next year. We will be using more SLT teaching time and less bought-in teacher time in year 6.	£40,00+ in release time and supply cover
Develop and reinforce skills in reading and maths	Analysis of Mathletics home access has shown that pupils regularly using this tool for homework are making good progress.	This approach will continue next year and will be extended. Some pupils report that home access to the internet is not in place or sporadic. We have put e-homework clubs in place to counteract this and introduced new e-learning activities that can be done on a Smartphone or tablet. These have been well received.	£5,400
ii. Targeted support			
Chosen action/approach	Evaluation of impact:	Lessons learned	Cost
Writing interventions	Small group writing intervention has resulted in all pupils meeting their target in KS2. In KS1 the number of pupils who are working at greater depth increased	This approach will continue next year.	£30,000
Year 6 writing tutorials	Excellent progress demonstrated in end of year data		£18,000
Improve the % attendance in all year groups	Strategies employed by the pastoral team have impacted positively. Attendance is in the top 30% of schools nationwide. Challenging target set for 2019-20	This approach will change next year to have more focus on reducing persistent absence	£7,500

Raising attainment and ensuring Y6 pupils are “secondary ready”	<p>Attendance was not 100% at Easter school. Families and pupils reported that they prefer after school sessions</p> <p>After school “booster” sessions were well attended and impacted well on those who had good attendance and completed homework tasks</p>	<p>Easter school sessions will not continue next year</p> <p>E-learning opportunities to be extended next year to supplement booster classes</p>	£2,000 £1,000
Accelerate reading progress	Impact of the additional TA has been to raise standards in reading. End of year outcomes for reception were 82% at expected and 20% at Exceeding. This is in line with national and local attainment and shows excellent progress taking very low starting points into consideration	Will continue next year	£27,000
To support emotional wellbeing and reduce exclusions	<p>Reduction in behaviour incidents requiring SLT intervention by almost 70% in autumn term</p> <p>No exclusions during the academic year</p> <p>Reduction in number of pupils on pastoral support plans</p>	<p>Mentoring from qualified staff will continue next year</p> <p>Specialist PE teaching for SEND pupils and competitive sports have been well received and will be continued next year</p>	£28,000
To raise attainment and accelerate progress in reading	<p>In-year data shows excellent progress</p> <p>Y2 data shows an increase of 4% in the number of pupils working at greater depth from last year</p>	<p>Will continue next year. Costs will be less due to RAG funding from local authority</p> <p>Difficult to timetable Y6 additionality- this will be moved to an after school and a lunchtime club in the new academic year</p>	£48,000 £20,000
To support emotional wellbeing and reduce exclusions	<p>Small group enrichment/ extension activities</p> <p>Pastoral manager has worked with Inclusion leader and SENDCo to support vulnerable pupils and families. Behaviour incidents requiring SLT intervention have decreased by 50% during the autumn term.</p>	Will continue next year	£30,000 £32,000
<b>iii. Other approaches</b>			
Chosen action/approach	Evaluation of impact:	Lessons learned	Cost



## MORNINGSIDE SCHOOL PUPIL PREMIUM STRATEGY

Ensuring children are ready to learn	Walking bus to collect pupils who have punctuality issues did not run as City Year were not in attendance this year Subsidised breakfast club places (22 pupils)-impact has been a reduction in low-level behaviour incidents during the morning Subsidised places at after school clubs (43 children)	Families have reported that they value support with after and before school provision. Next year we will continue to do so.	£1,000
Equality of access	28 pupils in receipt of the PPG were given additional music tuition and all have made significant progress from starting points (brass, steel pans and eukelele)	Music tuition during and after school will continue to be subsidised using PPG	£15,000
<b>Total budgeted cost</b>			£279,900