#### Morton Primary School Long-term Pupil Premium Strategy Statement 2019-2020

Following guidelines from the DfE and the Education Endowment Foundation (EEF) we have decided to move to a 3 year long term strategy by blending short, medium and long term goals for our children who are eligible for the Pupil Premium Grant (PPG).

**Our philosophy**

At Morton Primary School we believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Development Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

**Our priorities**

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

* Ensuring an ‘outstanding’ teacher is in every class
* Closing the attainment gap between disadvantaged pupils and their peers
* Providing targeted academic support for pupils who are not making the expected progress
* Addressing non-academic barriers to attainment such as attendance and behaviour
* Ensuring that the PPG reaches the pupils who need it most

**Barriers to future attainment**

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| **Academic barriers to attainment** | **Non-academic barriers to attainment** |
| Low levels of reading fluency, stamina and comprehension skills. | Poor/Low attendance for some disadvantaged children. |
| Poor attitudes to learning due to lack of resilience when faced with challenges. | Poor behaviour for learning. |
| ‘Outstanding’ teaching not present in every classroom. | Arriving at school hungry and not ready to learn. |
| Low levels of independent learning. | Lack of focus and confidence due to poor mental health and wellbeing. |

**Our implementation process**

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will:

**Explore**

* Identify a key priority that we can address
* Systematically explore appropriate programmes and practices
* Examine the fit and feasibility with the school

**Prepare**

* Develop a clear, logical and well-specified plan
* Assess the readiness of the school to deliver the plan
* Make practical preparations

**Deliver**

* Support staff and solve any problems using a flexible leadership approach
* Reinforce initial training with follow-on support
* Drive faithful adoption and intelligent adaption

**Sustain**

* Plan for sustaining and scaling the intervention from the outset
* Continually acknowledge, support and reward good implementation practices
* Treat scale-up as a new implementation process

**Our tiered approach**

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Quality of teaching for all
2. Targeted academic support
3. Wider strategies

Within each category, we have chosen interventions seen as a priority. This focussed approach ensures the best chance of success for each intervention.

**Quality of teaching**

1. Improve the quality of teaching in all classes by moving all teaching to outstanding.
2. Develop resilience and independence in all children

**Targeted academic support**

1. To improve the social, physical and emotional well-being of pupils.
2. To improve the standards of achievement and progression in reading
3. To improve the standards of achievement and progression in mathematics

**Wider strategies**

1. Attendance: Use of an attendance tracking system to improve attendance.
2. Help and support children and families who are affected by poverty.

Full planning details for interventions are outlined in the ‘Intervention planning in full’ section.

**Our review process**

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.

The progress of pupils in receipt of the PPG is regularly discussed with subject teachers.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The headteacheris responsible for ensuring a pupil premium strategy is always in effect.

# Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant’s impact on individual pupils, or on precise interventions.

**Our funding 2019-20**

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| Funding summary: Year 1 2019-20 | | | | | | |
| Total number of pupils | 102 | PPG received per pupil | | £1,560 | Indicative PPG as advised in School Budget Statement | £17,160 |
| Number of pupils eligible for PPG | | 11 | Actual PPG budget | £17,160 |
| Funding estimate: Year 2 | | | | | | |
| Estimated pupil numbers | | | 104 | | | |
| Estimated number of pupils eligible for PPG | | | 14 | | | |
| Estimated funding | | | £20,780 | | | |
| Funding estimate: Year 3 | | | | | | |
| Estimated pupil numbers | | | 104 | | | |
| Estimated number of pupils eligible for PPG | | | 12 | | | |
| Estimated funding | | | £18,140 | | | |
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**Intervention planning in full to address barriers to educational achievement**

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| Intervention: | Improve quality of teaching in all classes by moving all teaching to outstanding. | | | | | | | | |
| Category: | Quality of teaching for all | | | | | | | | |
| Intended outcomes: | Improve the quality of teaching and have an ‘outstanding’ teacher in every classroom by the end of year 3 | | | | Success criteria: | | Every teacher has been judged ‘outstanding’ by internal assessment | | |
| Staff lead: | Headteacher and Subject Leaders | | | | | | | | |
| Implementation | Year 1 | | | Year 2 | | | | Year 3 | |
| How we will implement this intervention in year 1:  Ensure Quality First Teaching is taking place. This will ensure each child receives high quality teaching and reduces the need for interventions.  Lesson Observations  Paired Teaching Observations  Pupil Progress Reviews  Termly CPD slot/s for self-led/directed professional development.  Staff Meetings | | | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):  Priorities for learning will be established in liaison with the Headteacher and take into consideration any appraisal or monitoring feedback.  Cover will be provided where necessary.  **This space will also be updated to outline the plan for implementation in year 2. It may also involve widening the strategy, amending the approach or phasing out the approach if it is a short-term intervention. It will also be used to set new goals for pupils.** | | | | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):  **This space will be updated to outline the plan for implementation in year 3 and set new goals for pupils.** | |
| Light-touch review notes | Annual review notes:   * JF/CB STEM Continuous Provision * LB/JC/HB/NB Read Write Inc Training * JW Virtual School Training * JW SEND Cluster briefing * KF PP Cluster Briefing * JS Maths Leader Conference * KA English Subject Leader Briefing | | | Annual review notes: | | | | Final review notes: | |
| Light-touch review overall assessment | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | | | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | | | | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | |
| Anticipated expenditure | Year 1 | £17,160 | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase   Decrease   Remain the same  | | Is expenditure anticipated to increase, decrease or remain the same? | Increase   Decrease   Remain the same  |
| Year 2 | | | £ | | Year 3 | £ |
| Total anticipated expenditure: | £ | | | | | | | |
| Actual expenditure | Year 1 | £ | Year 2 | | | £ | | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | | Increased   Decreased   Remained the same  | | Did expenditure increase, decrease or remain the same? | Increased   Decreased   Remained the same  |
| Total actual expenditure: | £ | | | | | | | |
| Intervention: | Develop resilience and independence in all children | | | | | | | | |
| Category: | Quality of teaching for all | | | | | | | | |
| Intended outcomes: | Children are more resilient when faced with a range of challenges, developing positive attitudes to learning. | | | | Success criteria: | | Positive Behaviour for Learning throughout school.  Improved independence  Improved resilience when faced with difficulties  Better understanding of the Growth Mindset and how to apply this.  Application of transferable skills to problem solving | | |
| Staff lead: | KF/KA | | | | | | | | |
| Implementation | Year 1 | | | Year 2 | | | | Year 3 | |
| How we will implement this intervention in year 1:  Positive behaviour for learning in class monitored through the Good to be Green behaviour reward system.  Support for disadvantaged children in class to enable them to complete the most challenging work possible according to their ability.  Develop Velcro effect with TA’s to further promote independence.  Build on Growth Mindset that is already in place during weekly assembly.  Develop problem solving skills through new curriculum. | | | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):  Continue to set challenges to stretch skills developed in year 1  **This space will also be updated to outline the plan for implementation in year 2. It may also involve widening the strategy, amending the approach or phasing out the approach if it is a short-term intervention. It will also be used to set new goals for pupils.** | | | | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):  **This space will be updated to outline the plan for implementation in year 3 and set new goals for pupils.** | |
| Light-touch review notes | Annual review notes: | | | Annual review notes: | | | | Final review notes: | |
| Light-touch review overall assessment | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | | | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | | | | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | |
| Anticipated expenditure | Year 1 | £ | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase   Decrease   Remain the same  | | Is expenditure anticipated to increase, decrease or remain the same? | Increase   Decrease   Remain the same  |
| Year 2 | | | £ | | Year 3 | £ |
| Total anticipated expenditure: | £ | | | | | | | |
| Actual expenditure | Year 1 | £ | Year 2 | | | £ | | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | | Increased   Decreased   Remained the same  | | Did expenditure increase, decrease or remain the same? | Increased   Decreased   Remained the same  |
| Total actual expenditure: | £ | | | | | | | |
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| Intervention: | To improve the social, physical and emotional well-being of pupils. | | | | | | | | |
| Category: | Targeted academic support | | | | | | | | |
| Intended outcomes: | To raise confidence and self-esteem in disadvantaged pupils. | | | | Success criteria: | |  | | |
| Staff lead: | KF | | | | | | | | |
| Implementation | Year 1 | | | Year 2 | | | | Year 3 | |
| How we will implement this intervention in year 1:  To motivate disadvantaged learners to take part in wider school roles to promote their social emotional and physical well-being.  Small group work  WOW days  Peer Mentoring  Mini Leaders  Mindfulness sessions in class.  Lego Therapy  Specific Sports Activities  Forest Schools  Arts Mark and Arts Award  **Evidence (Sutton Trust/EEF)**  Social and Emotional Learning +4 months  Outdoor Adventure learning +4 months  Sports Participation +2 months  Development of Arts Participation Sutton Trust/EEF +2 months. | | | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):  **This space will be updated to outline the plan for implementation in year 2. It may also involve widening the strategy, amending the approach or phasing out the approach if it is a short-term intervention. It will also be used to set new goals for pupils.** | | | | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):  **This space will be updated to outline the plan for implementation in year 3 and set new goals for pupils.** | |
| Light-touch review notes | Annual review notes: | | | Annual review notes: | | | | Final review notes: | |
| Light-touch review overall assessment | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | | | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | | | | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | |
| Anticipated expenditure | Year 1 | £ | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase   Decrease   Remain the same  | | Is expenditure anticipated to increase, decrease or remain the same? | Increase   Decrease   Remain the same  |
| Year 2 | | | £ | | Year 3 | £ |
| Total anticipated expenditure: | £ | | | | | | | |
| Actual expenditure | Year 1 | £ | Year 2 | | | £ | | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | | Increased   Decreased   Remained the same  | | Did expenditure increase, decrease or remain the same? | Increased   Decreased   Remained the same  |
| Total actual expenditure: | £ | | | | | | | |
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| Intervention: | To improve the standards of achievement and progression in reading | | | | | | | | |
| Category: | Targeted academic support | | | | | | | | |
| Intended outcomes: | To further develop reading through Phonics, Guided Reading, Read to Succeed and Reading PAL’s.  To develop reading for understanding across school.  To increase opportunities of reading for meaning and pleasure across school. | | | | Success criteria: | | Children have improved decoding, fluency, reading stamina, inference and deduction skills through reading texts that challenge them. | | |
| Staff lead: | * KF/KA | | | | | | | | |
| Implementation | Year 1 | | | Year 2 | | | | Year 3 | |
| How we will implement this intervention in year 1:   * Daily Phonics and Guided reading to take place. * ‘Read to Succeed’ sessions timetabled promoting reading for pleasure. * Build on the introduction of Reading PAL’s through Peer to Peer support. This is being developed further this year by taking part in the PALS UK project with Coventry University through the EEF. * Pupil Progress Meetings * Pupil Interviews * Book Scrutiny | | | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):  Continue developing pupils’ knowledge and skills in reading and in understanding the different reading strands as they progress through school.  **This space will be updated to outline the plan for implementation in year 2. It may also involve widening the strategy, amending the approach or phasing out the approach if it is a short-term intervention. It will also be used to set new goals for pupils.** | | | | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):  **This space will be updated to outline the plan for implementation in year 3 and set new goals for pupils.** | |
| Light-touch review notes | Annual review notes: | | | Annual review notes:  -touch review notes | | | | Annual review notes: | |
| Light-touch review overall assessment | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | | | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | | | | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | |
| Anticipated expenditure | Year 1 | £ | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase   Decrease   Remain the same  | | Is expenditure anticipated to increase, decrease or remain the same? | Increase   Decrease   Remain the same  |
| Year 2 | | | £ | | Year 3 | £ |
| Total anticipated expenditure: | £ | | | | | | | |
| Actual expenditure | Year 1 | £ | Year 2 | | | £ | | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | | Increased   Decreased   Remained the same  | | Did expenditure increase, decrease or remain the same? | Increased   Decreased   Remained the same  |
| Total actual expenditure: | £ | | | | | | | |
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| Intervention: | To improve the standards of achievement and progression in mathematics | | | | | | | | |
| Category: | Targeted academic support | | | | | | | | |
| Intended outcomes: | Improved understanding of the 4 number operations. leading to transferring these skills to problem solving and reasoning  To develop the Mastery Approach to Mathematics  Develop effective same day interventions to support pupils | | | | Success criteria: | | Lesson observations will show that pupils are applying maths knowledge to problem solving and reasoning.  Confidence in pupils applying these skills | | |
| Staff lead: | KF/JS | | | | | | | | |
| Implementation | Year 1 | | | Year 2 | | | | Year 3 | |
| How we will implement this intervention in year 1:   * Targeted support in class (core learning) and through tailored intervention. (EEF average progress of 8 months for given feedback). * Quality feedback and green pen responses. * Outdoor and active lessons to motivate and develop problem solving skills through Maths of the Day. * Develop Maths Mastery through all year groups EEF + 5 months * Assertive Mentoring Times Tables Challenges * Assertive Mentoring weekly skills. * Pupil Progress Meetings * Pupil Interviews * Book Scrutiny | | | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):  Further development of Maths Mastery across all year groups.  **This space will be updated to outline the plan for implementation in year 2. It may also involve widening the strategy, amending the approach or phasing out the approach if it is a short-term intervention. It will also be used to set new goals for pupils.** | | | | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):  **This space will be updated to outline the plan for implementation in year 3 and set new goals for pupils.** | |
| Light-touch review notes | Annual review notes: | | | Annual review notes: | | | | Final review notes: | |
| Light-touch review overall assessment | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | | | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | | | | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | |
| Anticipated expenditure | Year 1 | £ | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase   Decrease   Remain the same  | | Is expenditure anticipated to increase, decrease or remain the same? | Increase   Decrease   Remain the same  |
| Year 2 | | | £ | | Year 3 | £ |
| Total anticipated expenditure: | £ | | | | | | | |
| Actual expenditure | Year 1 | £ | Year 2 | | | £ | | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | | Increased   Decreased   Remained the same  | | Did expenditure increase, decrease or remain the same? | Increased   Decreased   Remained the same  |
| Total actual expenditure: | £ | | | | | | | |
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| Intervention: | Attendance: Use of an attendance tracking system to improve attendance. | | | | | | | | |
| Category: | Wider strategies | | | | | | | | |
| Intended outcomes: | To improve attendance of disadvantaged pupils who are not in line with non-disadvantaged | | | | Success criteria: | | * Regular attendance checks by Headteacher and as appropriate necessary follow up from P4YP if attendance does not improve. * Reduction in number of persistent absentees amongst pupils eligible for PP. * Attendance for all disadvantaged to be in line with National at 96% or better. * Improved attendance and punctuality shows improve progress and attainment. | | |
| Staff lead: | KF | | | | | | | | |
| Implementation | Year 1 | | | Year 2 | | | | Year 3 | |
| How we will implement this intervention in year 1:  First day response.  Weekly report and follow up as necessary.  Breakfast Club to ensure they eat as children who are hungry and distracted makes it difficult to be able to concentrate and learn.  Rewards for weekly 100% attendance.  P4YP to work alongside families as necessary. | | | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):  **This space will be updated to outline the plan for implementation in year 2. It may also involve widening the strategy, amending the approach or phasing out the approach if it is a short-term intervention. It will also be used to set new goals for pupils.** | | | | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):  **This space will be updated to outline the plan for implementation in year 3 and set new goals for pupils.** | |
| Light-touch review notes | Annual review notes: | | | Annual review notes: | | | | Final review notes: | |
| Light-touch review overall assessment | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | | | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | | | | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | |
| Anticipated expenditure | Year 1 | £ | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase   Decrease   Remain the same  | | Is expenditure anticipated to increase, decrease or remain the same? | Increase   Decrease   Remain the same  |
| Year 2 | | | £ | | Year 3 | £ |
| Total anticipated expenditure: | £ | | | | | | | |
| Actual expenditure | Year 1 | £ | Year 2 | | | £ | | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | | Increased   Decreased   Remained the same  | | Did expenditure increase, decrease or remain the same? | Increased   Decreased   Remained the same  |
| Total actual expenditure: | £ | | | | | | | |
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| Intervention: | Help and support children and families who are affected by poverty. | | | | | | | | |
| Category: | Wider strategies | | | | | | | | |
| Intended outcomes: | Bespoke support as and when parents show need so children are less affected by these issues. | | | | Success criteria: | | Children are not hungry and so ready to learn without distractions.  Improved concentration levels in children.  Children able to join peers on/in extracurricular activities.  All children wearing school uniform so they do not stand out. | | |
| Staff lead: | KF/JTh/LB | | | | | | | | |
| Implementation | Year 1 | | | Year 2 | | | | Year 3 | |
| How we will implement this intervention in year 1:  Staff report to HT/DSL any child who is affected by poverty.  Parents who seek/show need will be supported with free food parcels (taken from breakfast and after school club food supply)  Parents will be signposted to other avenues of support that is available.  Free second hand uniform (good quality and washed).  New items of uniform paid for as required.  Free/subsidised breakfast and after school club as required.  Educational visits subsidised as needed rather than a blanket approach. | | | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):  **This space will be updated to outline the plan for implementation in year 2. It may also involve widening the strategy, amending the approach or phasing out the approach if it is a short-term intervention. It will also be used to set new goals for pupils.** | | | | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):  **This space will be updated to outline the plan for implementation in year 3 and set new goals for pupils.** | |
| Light-touch review notes | Annual review notes: | | | Annual review notes: | | | | Final review notes: | |
| Light-touch review overall assessment | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | | | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | | | | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | |
| Anticipated expenditure | Year 1 | £ | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase   Decrease   Remain the same  | | Is expenditure anticipated to increase, decrease or remain the same? | Increase   Decrease   Remain the same  |
| Year 2 | | | £ | | Year 3 | £ |
| Total anticipated expenditure: | £ | | | | | | | |
| Actual expenditure | Year 1 | £ | Year 2 | | | £ | | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | | Increased   Decreased   Remained the same  | | Did expenditure increase, decrease or remain the same? | Increased   Decreased   Remained the same  |
| Total actual expenditure: | £ | | | | | | | |
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**What is Pupil Premium?**

#### Eligibility and funding amounts

The pupil premium grant is funding provided to schools to close the attainment gap between disadvantaged pupils and their peers.

A school will receive an amount of money for each pupil of compulsory school age who fits the eligibility criteria. There are five categories of eligible pupil. Each category attracts a different amount of funding.

#### Allocation

The grant is allocated in line with the financial year, which begins in April. Each year’s allocations are based on data from the previous January’s census. If an eligible pupil joins after the January census, the school will not receive pupil premium funding for his/her until the following year.

Maintained schools receive the pupil premium through their local authority (LA), whereas the Education Funding Agency allocates the funding directly to academies and free schools. Both academies and maintained schools receive the grant in quarterly instalments.

However, pupil premium funding for looked-after children (LAC) is not allocated to schools but to the virtual school head in the LA, who will work with the school to decide how it will be spent.

#### Spending the grant

The grant can be spent as each school sees fit, as long as it is used to demonstrably improve the attainment of eligible pupils. Schools do not need to spend an equal amount on each pupil, or use the money for interventions that benefit only eligible pupils.

However the grant should not be used to fund free school meals, as schools already receive funding for this through the dedicated schools grant.

#### Publishing information about pupil premium spending

Schools must publish information on their websites about the amount of pupil premium funding they have received, how it will be used, how the previous year’s allocation was spent, and the effect of this expenditure on the attainment of eligible pupils.

#### Early year’s pupil premium

In April 2015, an Early Years pupil premium (EYPP) was introduced for disadvantaged children aged three and four years old. All Early Years providers eligible to receive early education funding are also eligible to receive the EYPP

This money has been largely allocated to providing teaching assistant/staff support to deliver specific time for the children to address individual needs.

This is determined by scrutinising assessments, work in books, ways children respond and the range of support is planned for individuals.

Examples of the intervention last year included:

* Additional daily reading (at least 15 minutes per day)
* One to one support to cover gaps in understanding or specialist programmes to address areas for development
* Emotional support providing a key worker to address anxiety, self-esteem, confidence issues
* Support to manage and organise to be ready for learning including PE/practical tasks
* Opportunities to complete homework in school
* Key worker on residential visit to ensure inclusion
* Key worker at swimming lessons to ensure inclusion
* Additional resources to provide “reminders”
* Physical literacy activities
* Speech and language practice
* Art therapy

The impact of these has meant every child has shown progress, in both small and larger steps over the course of the year which can be seen in books, in assessments and through observations.

Parents have also reported the positive impact the interventions have had during additional parent meetings. The children have gained in confidence and self- esteem and are able to actively seek support when needed and feel fully included in the life of the school.

A designated Governor for the pupil premium funding, monitors and feeds back on the use of the funding and has individual conversations about the anonymised interventions and strategies which are mainly recorded and reviewed in the child’s individual education plans or through pupil progress meetings with parents and teachers.