**Pupil Premium Plan 2016-2017**

**What is pupil premium?**

The Pupil Premium is designed to ensure that funding to tackle disadvantage reaches the pupils who need it most. The funding is allocated to Local Authorities and schools with pupils from Reception to Y11 who are eligible for free school meals (FSM), are looked after or have parents currently in the Armed Forces. The Pupil Premium amount was £1300 in 2014/2015 and £1320 per pupil for the 2015/2016 school year. From April 2012 the coverage of the Premium was widened to include those eligible for FSM at any point in the last six years. This money is allocated to initiatives to ensure pupils reach their full potential, both academically and socially.

**Summary of Pupil Premium generated income**

|  |  |  |  |
| --- | --- | --- | --- |
| **Number of pupils in receipt of pupil premium funding** | | | |
|  | 2014  2015 | 2015  2016 | 2016  2017 |
| Total number of pupils on roll | 409 | 409 | 397 |
| Total number of pupils eligible for pupil premium | 31 | 37 | 36 |
| % of school population | 8 | 9 | 9 |
| Amount received per pupil | £1,300 | £1,320 | £1,320 |
| Total Expenditure | £40,300 | £48,840 | £47,520 |

**The spending of pupil premium funding at Morley this year will**

1. Allow for more detailed knowledge and assessment to identify the barriers to achievement for individual children in. Having a clear understanding to the gaps and barriers will allow the school to target support more efficiently and effectively.
2. Allow ways to enable class teachers to have more 1:1 or small group teaching time and specific training to enhance Quality First Teaching (QFT)
3. Consider the holistic support disadvantaged children may need in order to diminish the difference in their life experiences in comparison to the experiences of their peers
4. Allow for quality interventions to take place in order raise standards and achievement

**As a result of last year’s data, the objectives for the use of pupil premium funding are:**

1. To continue to diminish the difference between the attendance of PP pupils and Non PP
2. To diminish the difference in attainment between PP and non-PP in the Year 1 phonics check.
3. To diminish the difference in attainment (reading, writing and maths) in KS1 between PP pupils and Non PP
4. To diminish the difference in attainment (reading and maths) in KS2 between PP pupils and Non PP

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **Main objective** | | | | **Statement** | | | |
| **Summary of item/project** | **Cost** | **Objectives** | **1** | **2** | **3** | **4** | **a** | **b** | **c** | **d** |
| **Music teacher**  *Specialist Music Tutor employed in Key Stage 2 to release teachers to allow specific feedback time between teachers and identified pupils. Also an opportunity for higher achieving pupils to move on in their learning.* | **£8260** | To diminish the difference in attainment (reading and maths) in KS2 between PP pupils and Non PP  To address misconceptions in key reading, writing and maths skills throughout the school |  |  |  | **\*** |  | **\*** |  |  |
| **Teaching Assistant**  *Additional TA employed to encourage language and play development in Reception and to support in the early learning of phonics* | **£14 500**  *(currently 2 x TA in the afternoons)* | To develop personal and social skills  To develop language accusation  To allow children to succeed without Nursey experiences |  | **\*** |  |  |  |  | **\*** |  |
| **Residential Payments and other educational trips** | **£1200** | Pupil Premium pupils to access all school trips | **\*** |  |  |  |  |  | **\*** |  |
| **After school clubs**  *Allows children from a disadvantaged background to access paid for clubs* | **£1200** | To develop personal and social skills  To allow for inclusion | **\*** |  |  |  |  |  | **\*** |  |
| **Staff Training - 1st Class@Number**  *An intense intervention programme for children in lower KS2.* | Training **£1390**  Delivery: 4 groups per year**£1560**    *(1 x 1stclass TA and Teacher, 1 x success@ TA and Teacher)* | To improve basic number skills and confidence in manipulating numbers.  To diminish the difference in attainment (maths) in KS2 between PP pupils and Non PP |  |  |  | **\*** |  |  |  | **\*** |
|  | | | **Main objective** | | | | **Statement** | | | |
| **Summary of item/project** | **Cost** | **Objectives** | **1** | **2** | **3** | **4** | **a** | **b** | **c** | **d** |
| **Breakfast Club**  *Paid for attendance at Breakfast Club for vulnerable pupils* | **£600** | To improved attendance and punctuality  To increase engagement through play  To have a healthy start to the day | **\*** |  |  |  |  |  | **\*** |  |
| ***Reading Assessment and training – KS2***  *All pupils in Key Stage 2 performing below age expected will undertake 1:1 reading assessments and appropriate interventions will be put in place as a result.* | **£3000** | To Improve attainment in reading for children who are already behind in order to meet age related expectations  To diminish the difference in attainment (reading and maths) in KS2 between PP pupils and Non PP |  |  |  | **\*** | **\*** |  |  | **\*** |
| ***SATS Companion – Year 6***  *All pupils to have paid for access to SATS companion (online resource tool) and opportunities created to use this in school if access is not available in the home.* | Resource = **£800**  Running a club = **£500** | To diminish the difference in attainment (reading and maths) in KS2 between PP pupils and Non PP |  |  |  | **\*** |  |  |  | **\*** |
| **TLC live**  *Online, interactive 1:1 Maths tutoring programme for all pupils below age expectation in year 5 and 6. (10 sessions each)* | £270 per pupil **= £3510**  *(5 x year 5, 8x Year 6)*  *Children not receiving TLC are having weekly 1:2 sessions after school (JB)* | To diminish the difference in attainment (maths) in KS2 between PP pupils and Non PP |  |  |  | **\*** |  |  |  | **\*** |
|  | | | **Main objective** | | | | **Statement** | | | |
| **Summary of item/project** | **Cost** | **Objectives** | **1** | **2** | **3** | **4** | **a** | **b** | **c** | **d** |
| **Interventions**  *All children will have access to the range of intervention programmes currently established for use with children with SEN and can be accessed as appropriate.* | **£2000**  (TA hours to lead and subscriptions) | As per individual interventions. |  |  | **\*** | **\*** |  |  |  | **\*** |
| **Additional professional services**  *Family workers and/or EWO and/or workshops to enable parents to support their children at home with their learning and development.*  *Therapists to support children as necessary with emotional development and mental health.* | **£2000** | To continue to diminish the difference between the attendance of PP pupils and Non PP  To diminish the difference in attainment between PP pupils and Non PP | **\*** |  | **\*** | **\*** |  |  | **\*** |  |
| **Mastery/deep learning training**  *Targeting all pupils (but specifically year 6) who, based on their KS1 data, should be aiming at greater depth in Maths.*  *Targeting year 2 pupils who, based on their Early Years profile, should be aiming for greater depth.* | **£1000**  *NB and HRD attending Maths mastery course*  *BM completing Leadership CPD through Cambridge Maths Hub*  *Staff meeting* | To diminish the difference in attainment (maths) in between PP pupils and Non PP  **.** |  |  | **\*** | **\*** |  | **\*** |  |  |
|  | | | **Main objective** | | | | **Statement** | | | |
| **Summary of item/project** | **Cost** | **Objectives** | **1** | **2** | **3** | **4** | **a** | **b** | **c** | **d** |
| **Phonics**  *Audit the teaching of phonics and the quality of provision (possibly with English advisor) for children who didn’t achieve in the KS1 phonics screening (or are at risk of not achieving) and put suitable interventions in place. Consider how class teachers can be deployed to teach additional phonics sessions.* | **£2000**  *(TA time for ‘Teach your monster to read’ and other interventions)* | To diminish the difference in attainment between PP and non-PP in the Year 1 phonics check. |  | **\*** |  |  |  | **\*** |  | **\*** |
| ***Year 1/2 – RWM***  *I am still researching the most effective way other than the actions listed above to best support these children. This will include ensuring that classrooms have appropriate physical resources. It may include use of ipads or other technology.* | **£2000**  **(Year 1 classes have a full time TA and year 2 have a TA in the mornings)** | To diminish the difference in attainment (reading, writing and maths) in KS1 between PP pupils and Non PP |  |  | **\*** |  |  |  |  |  |
| **Unknown**  *Unknown needs and opportunities that come about throughout the**year that will contribute to our objectives and/or pp statements.* | **£2000** | **Possibilities:**   * **Year 6 boosters after Easter for Reading and Writing** * **A4A in Reception including teacher release time** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |
|  | **£47 520** |  |  |  |  |  |  |  |  |  |

* Although this income is specifically for children with a disadvantaged background some actions will benefit other children in the school.
* The progress of pupil premium children is seen as each member of staff’s responsibility. All pupil premium children benefit first and foremost from high quality first teaching where staff are aware of their needs and support them accordingly. Any additional interventions are selected on the basis of evidence based research.

**Opportunities from Pupil Premium funding**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Maths** | **Read** | **Write** | **Other** |
| **Reception** | Additional TA | Additional TA | Additional TA | Additional TA  Trips  Clubs  Breakfast Club  Other professional services |
| **Year 1** | Interventions  Mastery Training | Interventions  *Other- phonics (tbd)* | Interventions  *Other- phonics (tbd)* | Trips  Clubs  Breakfast Club  Other professional services |
| **Year 2** | Interventions  Mastery Training | Interventions  *Other- phonics (tbd)* | Interventions  *Other- phonics (tbd)* | Trips  Clubs  Breakfast Club  Other professional services |
| **Year 3** | 1stclass@number  Interventions  Mastery Training | Assessment  Interventions | Interventions  *Other- phonics (tbd)* | Trips  Clubs  Breakfast Club  Other professional services |
| **Year 4** | Teacher focus time  Interventions  Mastery Training | Assessment  Teacher focus time  Interventions | Teacher focus time  Interventions | Trips  Clubs  Breakfast Club  Other professional services |
| **Year 5** | Online 1:1  Sats companion  Teacher focus time  Interventions  Mastery Training | Assessment  Sats companion  Teacher focus time Interventions | Sats companion  Teacher focus time  Interventions | Trips  Clubs  Breakfast Club  Other professional services |
| **Year 6** | Online 1:1  Sats companion  Teacher focus time  Interventions  Mastery training | Assessment  Sats companion  Teacher focus time  Interventions | Sats companion  Teacher focus time  Interventions | Trips  Clubs  Breakfast Club  Other professional services |