Mornington Primary School
Pupil Premium Action Plan 2025-2028

The targeted and strategic use of pupil premium supports us in achieving our vision of helping everyone to achieve their full potential. We ensure that appropriate provision is made for pupils who belong to disadvantaged or vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. In making this provision we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Leadership and Management – To ensure that the Leadership, including Governors, make effective plans and decisions to promote good progress for vulnerable pupils using Pupil Premium funding.				
Objective	**Actions**	**Responsibility**	**Timeframe**	**Outcome/Impact**
1.1 To keep abreast of the National and local agendas for closing the gap/diminishing the difference for vulnerable pupils.	▪ Attend HT meetings/Briefings ▪ Subscribe to EEF updates ▪ CPD for management of Pupil Premium	HT PP Lead	Annual cycle	▪ HT and PP Lead have comprehensive understanding of the potential barriers to learning and expectations with regards to spending and reporting impact of funding. ▪ Information to feed into PP action plan. Messages communicated effectively to staff and governors.
1.2 To evaluate and revise statements and procedures for the use of Pupil Premium taking into account research.	▪ Update PP strategy statement in line with up-to-date research with regards to support and spending of PP budget. ▪ Share strategy statement with PP governor and agreed by governors. ▪ Review revised information from Teaching and learning toolkit from the Education endowment foundation and the Sutton Trust research and ensure provision reflects good practice. ▪ Teachers are clear about their role in addressing the needs of PP pupils.	HT PP Lead Governors	Annual	▪ A revised policy and supporting philosophy for the use of Pupil Premium funds is produced. ▪ Revised policy ratified by governors and placed on the school website. ▪ All staff are aware of the current research. A whole school approach to supporting PP pupils is committed to with an understanding of shared accountability of funds and provision.
1.3 Pupil Progress monitoring evaluates and challenges the outcomes for all dis-advantaged pupils.	▪ PP lead monitors pupils termly and report to SLTHT to monitor the quality and impact of provision. ▪ Pupil Premium report based on pupil progress analysis reflect provision and actions. ▪ Barriers to learning at MPS clearly defined with strategies to address them collated including suggested success criteria.	SLT PP Lead HT	Termly	▪ SLT & teachers have an understanding of the importance of building up a whole picture of a vulnerable child, identifying barriers to learning and/or reaching their full potential and acting on information gathered. ▪ Menu of Provision is used to identify intervention and specific support.
1.4 To ensure that provision is actively targeted to pupils where progress is of concern.	▪ Class teachers update PP Calculator and provision document termly to clearly identify priority of need. ▪ PP Lead uses the termly report to track termly interventions used to support PP pupils and evaluate the impact of these interventions by tracking progress, matching to need and ensuring cost effective use of funding. ▪ HT to carry out an end of year analysis of progress and attainment of ▪ PP pupils and report on findings.	HT PP Lead	Termly as part of Pupil Progress procedures. Annual	▪ Accurate knowledge and evaluation of needs ▪ Pupil Progress meetings to evaluate and explore the effectiveness of provision. ▪ Annual Audit and monitoring analyses progress, attainment and quality of interventions for PP pupils.
1.5 Annual Audit of provision monitors the effective spending of PP funds.	▪ Review to include an evaluation of spending of PP funding ▪ Data supports the impact of provision on reducing the attainment gap between PP and non-PP pupils. ▪ Review of outcomes is published on the website.	HT PP Lead	Annual	▪ Annual review of PP provision and spending and outcomes shared with governors and parents via the school website.

1.6 To update a comprehensive provision MENU for PP pupils.	▪ Menu of Provision (menu of interventions) and gives details of possible interventions and direct support offered to pupil premium pupils throughout the academic year. Updated annually. ▪ Menu of Provision in sections to match PP strategy. ▪ Add data to quantify the impact on learning part B ▪ Review by PP Governor	PP Lead PP governor	Reviewed annually	▪ Menu of Provision for all staff to refer to when planning provision for PP pupils. ▪ Menu of Provision on school website. ▪ MPS data reflects the potential for impact on learning of provisions. ▪ Governors are knowledgeable and informed of the ▪ use of PP funding.
1.7 Pupil premium governor has a thorough understanding of Pupil Premium and its potential for impact.	▪ Governor to meet HT and PP lead to assess how robust our monitoring of PP pupils is by reviewing documentation and PP provision document ▪ Most of this work will be done as part of an annual audit.	HT PP Lead PP governor	Annual Cycle	▪ Governor share reports at governor meetings. ▪ Thorough understanding of how PP pupils are monitored and supported in school. ▪ Annual Audit is robust and challenging of practices leading to improved quality and consistency of provision.
1.8 Parents understand how Pupil Premium funding is used within school.	▪ Budget is on the website. ▪ Annual review of provision and outcomes placed on school website ▪ Pupil Premium strategy is on the website.	PP Lead HT	Annually	▪ Parent survey shows that they understand how the funding has been used to support learning and progress.
1.9 Leadership Roles and expectations are clearly defined.	▪ Role descriptors are developed as part of strategy development.	HT PP Lead SENCo Governors CTs	Annual	▪ All staff are clear about their role in supporting PP pupils and their responsibility to ensure that provision is effective in raising attainment, accelerating progress and raising aspirations. ▪ CPD for newly-appointed PP lead. ▪ MPS staff work together with a common purpose.

2. Teaching and Learning – To ensure that vulnerable pupils are supported with their learning.

Objective	Actions	Responsibility	Timeframe	Outcome/Impact
2.1 Ensure a whole school approachto supporting PP pupils and closing the gap for vulnerable pupils.	▪ Teachers to be aware of all children with a high disadvantaged index score ▪ Teachers to devise support and interventions which target individual needs. ▪ All teachers take part in termly pupil progress meetings ensuring accountability for all.	All teaching staff	Ongoing	▪ All staff accept the importance of teachers building relationships and identifying barriers to learning, whether academic, social or emotional for PP pupils. ▪ PP Provision document demonstrates how teachers match provision to individual need. ▪ All teachers are aware of vulnerable pupils within their class. ▪ Understanding of the new Writing Framework and its impact on PP children.
2.2 Intervention records are a sharedresource between the class teacher and the TA.	▪ Teachers to ensure that appropriate interventions are planned to meet needs ▪ Outcomes are communicated via the Intervention Records ▪ TAs update records with observations and assessment as part of the intervention. ▪ SENCo to monitor the quality and consistency of reporting across MPS.	Class Teachers SENCO	Ongoing	▪ Teachers ensure that they have ownership of the interventions whilst the TA is the facilitator or delivers. ▪ Accurate records are kept. ▪ Work scrutiny shows that teachers are proactive in looking for opportunities where the child is able to translate their skills into every day working.

2.3 Pupil Progress meetings are productive in identifying need and subsequent actions directed towardsa group or individual. This includes the vulnerable groups – FSM, SEN, EAL	▪ X3 Pupil Progress meetings per year. PP Lead to analyse progress data termly. ▪ Provision is allocated as a result of evaluation of attainment & progress. ▪ PP Lead is aware of all vulnerable pupils and those needing additional support. ▪ Commentary is included on the ad hoc section of Arbor via Pupil Progress meetings to incorporate a cyclical approach and provides an annual audit trail for PP pupils.	Planning Teams SLT	Ongoing	▪ Pupil progress forms completed each term. Actions show where pupils are identified as a concern actions have been taken by the class teacher. Actions taken are shown to effectively impact progress. ▪ All staff share the common purpose of ensuring that PP pupils needs are evaluated and provision promotes engagement, progress and aspirations. ▪ Monitoring is clearer and tracks throughout the year.
2.4 Provision mapping is effective in highlighting and recording the range of provision used in order to close the gap for vulnerable pupils.	▪ Provision document is updated termly ▪ Documentation is kept on SharePoint	Planning teams SENCO PP Lead	Ongoing	▪ Scrutiny of provision document by SENCO and PP lead as part of ongoing monitoring work.
2.5 To explore how high impact low-cost teaching strategies can effectively support PP pupils.	▪ PP Lead to research different high impact, low cost strategies through the teaching and learning toolkit by the Education endowment foundation, CUREE and National College.	PP Lead	Annual	▪ PP Lead to make recommendations to class teachers to promote good and better progress for PP pupils.
2.6 To evaluate the quality of work and engagement in learning of PP pupils.	▪ Work scrutiny of PP books against standards for relevant year groups. ▪ Pupil Interviews to assess attitudes to learning. ▪ Observations of PP pupils in lessons.	PP Lead	Ongoing	▪ Monitoring reports include actions for class teachers to promote consistently high standards throughout the school. ▪ Pupil Progress data on Arbor and comments document the journey of learning and emotional development over time.

3. Cultural Enrichment – Pupil Premium is effectively used to support the enrichment opportunities for vulnerable pupils including behaviour, personal development & financial barriers.

Objective	Actions	Responsibility	Timeframe	Outcome/Impact
3.1 Families receive a greater servicefrom the school via regular communication.	▪ Communication with parents regarding attainment, progress and well-being.	Class teachersHT		▪ Parent survey demonstrates that families feel supported and are involved in exploring opportunities for their child/ren.
3.2 PP pupils have the opportunity toparticipate in a range of clubs, trips, music lessons and residential visits.	▪ School to support families with costs. ▪ Parents are made aware of clubs via communication on Dojo stories ▪ Teachers to highlight clubs to children and engage interest ▪ HT offers support to parents if in need of breakfast club provision to aid attendance	Teachers SLT	Termly	▪ PP pupils have the opportunity to participate in activities of their choice. ▪ PP pupils extend their experiences by participating in new activities.
3.3 PP pupils read every day.	▪ Identified PP pupils read regularly to an adult ▪ PP pupils take greater responsibility for their own reading development. ▪ PP children are actively encouraged to visit school library.	Class Teachers	½ termly	▪ Teacher assessments demonstrate good progress in reading and the attainment gap is reduced. ▪ Pupils report that they enjoy reading and see a ▪ purpose for improving reading skills.
3.4 PP pupils are supported in theiremotional development.	▪ Mental health lead attends network meetings and has up to date knowledge to support children and sign post families. ▪ PP pupils have access to School Counsellor via 'Drop in' sessions or	School		▪ Counsellor feeds back relevant information to class teachers and parents. PP pupils feel supported. ▪ Monitoring evaluates the quality and impact of the

	▪ by referral from the class teacher. ▪ Tiered system of support is provided via school mental health and Well Being strategy ▪ RSE curriculum promotes ownership of emotions (1Decision). ▪ ELSA delivers effective emotional and social skills support	Counsellor Senco	Termly	programme on learners. ▪ Staff feel knowledgeable and supported in supporting PP pupils.
3.5 PP pupils enjoy the roles providedin school giving them a chance to demonstrate responsibility, confidence and maturity.	▪ Teachers ensure that PP pupils have sufficient opportunities to be leaders in their classrooms and in the playground.	Class teachers	½ termly	▪ PP pupils demonstrate raised self-esteem and a sense of value within the school.
3.6 Attendance rates are high for PPpupils	▪ Attendance is monitored termly. ▪ Contact is made with parents where attendance falls below threshold. ▪ Parents are made aware of attendance policy	Class teachers PP lead HT		▪ Parents are aware of link between attendance and attainment. ▪ Monitoring identifies issues and intervention is prompt.

4. 4. Impact of Funding – Pupil Premium money is effectively used to provide a range of interventions which support good progress				
4.1 Clear PP Budget plan is published	▪ PP income is clearly accounted for. ▪ PP budget is located to individuals, groups, and intervention programmes. ▪ Governors approve the proposed spending of PP funds.	HT Governors	Autumn term	▪ All stakeholders are clear about how PP funds have been used to support pupils' learning and development. ▪ PP funding has a reported positive impact on attainment, progress and aspirations of PP pupils. ▪ Governors understand and approve the rationale for spending
4.2 Eligible parents enrol with FSM at NCC.	▪ MPS to send out a letter to parents to promote the uptake of FSM and check eligibility.	Admin assistant	Autumn/ Spring term	▪ Increased funding due to greater uptake of FSM.
4.3 Consider pupils not classified as PP but are just above thresholds.	▪ Identify pupils that are also on the threshold for PP funding b. Include these pupils on provision programme.	PP lead /SLT Class teachers	Autumn term	▪ Pupils receive the very best provision needed to ensure that they are successful learners. ▪ Provision is clearly matched to the needs of all pupils and is monitored via Pupil Progress meetings.