

## Pupil Premium Menu of Provision – 2018-21



### **The Pupil Premium: Using it to make a difference at Mornington Primary School**

The Pupil Premium is additional funding to help schools close the attainment gap between Pupils from low-income and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been looked after for one day or more the school receives money within their budget to support their progress. Mornington Primary School is committed to ensuring maximum progress for all groups of Pupils and strives to close any gaps in achievement. Our whole school approach facilitates the development a strong, comprehensive and sustainable support package which leads to improvements in outcomes.

Mornington Primary School actively promotes equality of opportunity for all staff, governors, pupils and parents, creating a harmonious learning community where all can succeed. We have a clear, strategic approach to the use of specific Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and in depth data analysis ensures that the correct support and strategies are deployed to achieve the maximum impact. This includes an identified Pupil Premium governor and a Pupil Premium lead. Their roles are to ensure that the School Development Plan directs coordinated and strategic action. All matters relating to the Pupil Premium are reported back to the Head teacher and Governors, ensuring that the school is held to account for the impact of spending.

The table below lists the different intervention strategies used to support our pupils, including our Disadvantaged Pupils (DisAdv) and the impact this provision has on their overall attainment and success at Mornington Primary School.

Strategy	Brief description	Target group	Cost	Intended Impact	Evaluation
<b>Teacher lead booster sessions English and maths</b>	Teacher to work with a small targeted group of Pupils not working at expectations for their year groups. Mornings to boost reading, writing and maths skills.	Juniors	£16,500	<ul style="list-style-type: none"> <li>All target Pupils make expected progress in reading, writing and maths</li> <li>Gap between DisAdv and non DisAdv pupils is reduced from the previous year in attainment</li> <li>Increase in attitudes and capacity to learning</li> </ul>	<ul style="list-style-type: none"> <li>Data analysis by PP Lead.</li> <li>Gaps in skills and knowledge identified and reduced as part of Pupil Progress Meetings</li> <li>Pupil interviews/survey analysis</li> </ul>
<b>Success @Arithmetic</b>	Focuses on the 4 operations. 1:3 targeted support group 40 min x3 times per week	Upper Juniors	£3000	<ul style="list-style-type: none"> <li>Pupils are able to use the four operations accurately throughout the curriculum.</li> <li>Increase in maths attainment and progress</li> </ul>	<ul style="list-style-type: none"> <li>Data analysis by PP Lead</li> <li>Gap analysis of arithmetic &amp; GL Tests &amp; both formative &amp; summative assessment</li> </ul>
<b>Reading support</b>	5 mins 1:1 reading per day x5 days per week	Year 1 – 6	£3000	<ul style="list-style-type: none"> <li>Increase attainment in reading</li> <li>Regular movement through the book bands</li> <li>Pupils confident accessing new texts</li> <li>Pupils demonstrate a love of reading and actively read for pleasure.</li> </ul>	<ul style="list-style-type: none"> <li>Data analysis of reading steps and book band progression by PP Lead &amp; English Lead</li> <li>Surveys/pupil interviews and case studies</li> <li>Parent feedback regarding reading at home.</li> </ul>
<b>EAL support group</b>	Focusing on speaking and listening skills, answering who, what, why, when questions	KS1	£650	<ul style="list-style-type: none"> <li>To increase communication skills and language acquisition skills</li> </ul>	<ul style="list-style-type: none"> <li>Direct questioning</li> <li>Observation of pupils in different situations both educational and social.</li> </ul>

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				<ul style="list-style-type: none"> <li>Improvement in active engagement in all lessons</li> <li>Increase in phonics test scores</li> </ul>	<ul style="list-style-type: none"> <li>KS1 phonics screener results</li> </ul>
<b>Vocabulary enrichment</b>	Activities which increase the range of vocabulary used by identified Pupils which can then be transferred into their writing. 1:6 group ratio	UKS2	£650	<ul style="list-style-type: none"> <li>Pupils use a range of synonyms in their independent writing</li> <li>Pupils use of targets to understand their next steps for learning</li> <li>Accelerated progress in writing</li> </ul>	<ul style="list-style-type: none"> <li>Data analysis by PP Lead – writing</li> <li>Marking and feedback</li> <li>Assessments of the progress of skills</li> </ul>
<b>Higher Attainers booster lessons</b>	Focus on writing complex sentences. 1:8	Year 2	£650	<ul style="list-style-type: none"> <li>Pupils writing complex sentences throughout the curriculum</li> <li>Pupils achieving expected progress</li> <li>Pupils working within their age related expectations for writing</li> </ul>	<ul style="list-style-type: none"> <li>Data analysis by PP Lead – writing</li> <li>Marking and feedback</li> <li>Work scrutiny</li> </ul>
<b>Reading comprehension group</b>	Intervention to focus on Pupil understanding of texts read. X20mins per week	KS1	£650	<ul style="list-style-type: none"> <li>Pupils accurately retell texts they have read independently</li> <li>Increase attainment in reading</li> <li>Benchmarking assessments show high retelling scores</li> </ul>	<ul style="list-style-type: none"> <li>Data analysis of reading progress, including book band progression, and attainment by PP Lead</li> </ul>
<b>EAL vocabulary building</b>	Working on vocabulary and syntax in sentences through oral rehearsal.	EYFS	£650	<ul style="list-style-type: none"> <li>English vocabulary is extended in conversations with adults and peers.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil observations</li> <li>Development matters C+L progress</li> <li>Pupil interviews</li> </ul>
<b>First class @number</b>	Revisiting simple mathematical concepts (place value and times tables) x2 30 min sessions per week	KS1	£650	<ul style="list-style-type: none"> <li>Improvement in mental recall skills</li> <li>Increase in maths attainment and progress between EYFS and Ks1</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Progress meetings challenge progress</li> <li>Accelerated progress between key assessment points</li> </ul>
<b>Editing writing for improvement</b>	Pupils work in small groups to develop the skills needed to up improve their writing following editing	LKS2	£650	<ul style="list-style-type: none"> <li>Pupils are able to review and edit their writing using the skills taught</li> <li>Skills are regularly demonstrated in all areas of the curriculum</li> <li>Writing is improved by pupils – common errors are corrected and reduced</li> </ul>	<ul style="list-style-type: none"> <li>Data analysis by PP Lead – writing</li> <li>Marking and feedback</li> <li>Work scrutiny by English co-ordinator &amp; Curriculum Lead</li> </ul>
<b>Switch on writing</b>	Small groups or 1:1 focusing on oral rehearsal of sentences	Writers low in confidence (yr. 1-6)	£650	<ul style="list-style-type: none"> <li>Improve writing skills across the curriculum</li> <li>Accelerated progress in writing</li> <li>Attainment gap reduced</li> <li>Pupils are working at expectations for their stage of learning</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Progress meetings report accelerated progress in writing</li> <li>Data analysis by PP Lead – writing</li> <li>Marking and feedback</li> </ul>

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<b>Gross Motor skills activities</b>	Building core strength. Improving balance and coordination	FS	£300	<ul style="list-style-type: none"> <li>Pupils demonstrate greater core strength during play with an improvement in balance and coordination</li> </ul>	<ul style="list-style-type: none"> <li>FS observation records/learning journey</li> <li>FS Lead analyse development matters profile (PD section)</li> </ul>
<b>Book Talk</b>	Group share familiar stories – discuss and answer retrieval questions from text	KS1	£650	<ul style="list-style-type: none"> <li>Improvement in comprehension skills, especially information retrieval.</li> <li>Reading benchmark assessments are improved from previous assessments</li> </ul>	<ul style="list-style-type: none"> <li>Accelerated steps progress in reading</li> <li>Improved performance in SATs tests in the areas of retrieval and inference</li> </ul>
<b>Sharing and taking turns</b>	Focus on taking turns in a small group situation	FS KS1	£650	<ul style="list-style-type: none"> <li>Improvement in cooperation, social interaction with peers and negotiation skills</li> </ul>	<ul style="list-style-type: none"> <li>Observations; including during playtimes</li> <li>FS leader analysis of development matters profile (PSED)</li> </ul>
<b>Year 1 exception words</b>	Focus on strategies for learning to spell common exception words	Yr 1	£650	<ul style="list-style-type: none"> <li>Pupils able to independently apply words learnt into their writing across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of independent writing samples</li> <li>Spelling tests (weekly, standardised)</li> <li>Analysis of intervention records</li> </ul>
<b>Higher Attainers-English and Maths</b>	Barriers to Greater Depth are identified for individual/small groups of Pupils.	Year 6	£650	<ul style="list-style-type: none"> <li>Pupils achieve Greater Depth in English and maths</li> <li>Gaps in understanding are filled</li> </ul>	<ul style="list-style-type: none"> <li>Ks2 SAT's data analysis</li> <li>Ks1 data analysis</li> <li>Gap analysis is used to inform planning</li> </ul>
<b>Inference training</b>	Organised programme followed for 6 week period. Pupils access devised texts and follow set format for 2x 40 min sessions per week	KS2	£650	<ul style="list-style-type: none"> <li>Pupil inference skills have improved using a range of texts</li> <li>Increase attainment in reading</li> <li>Benchmark assessments shows an improvement in inference questions from previous assessments</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of book band levels</li> <li>Pupil Progress meetings report an improvement in reading progress for all groups</li> </ul>
<b>Friendship skills</b>	Encouraging cooperating, negotiation and communication skills for Pupils who are finding social situations difficult	KS1	£650	<ul style="list-style-type: none"> <li>Pupils have friends and are able to socialise with their peers during playtimes, unsupported.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of pupil survey</li> <li>Observations during playtimes</li> <li>FS leader analysis of development matters profile (PSED)</li> </ul>
<b>Fine motor skills group</b>	Improving fine motor skills through exercise and pencil control. Pupils practice creating patterns to improve pencil grip and control	KS1	£650	<ul style="list-style-type: none"> <li>Pupils hold a pencil correctly</li> <li>Pupils able to trace patterns with increased control.</li> <li>Formation of lower case letters is accurate</li> <li>Letters are legible in independent writing</li> </ul>	<ul style="list-style-type: none"> <li>Work scrutiny by English co-ordinators</li> <li>Monitoring of pupil targets in writing</li> <li>Pupils meet the standard for writing at Year 2</li> </ul>
<b>Dough Disco</b>	Manipulating play dough to music to build core strength in fingers, hands and wrists	FS	£650	<ul style="list-style-type: none"> <li>Strength is built in fingers as a result Pupils are ready to hold a pencil effectively for writing</li> <li>Stamina for writing is improved</li> </ul>	<ul style="list-style-type: none"> <li>Intervention records</li> <li>FS leader analysis of development matters profile</li> <li>Observation of writing activities</li> </ul>

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<b>Higher level writers</b>	Focusing on higher attaining pupils - up levelling writing to hone high level skills.	UKS2	£650	<ul style="list-style-type: none"> <li>Pupils achieve high writing levels in end of year progress tests</li> <li>Accelerated progress in writing steps</li> </ul>	<ul style="list-style-type: none"> <li>Data analysis by PP Lead</li> <li>Gap between DisAdv &amp; non DisAdv pupils is reduced</li> </ul>
<b>Focused phonics group</b>	Individual or small group intervention which focuses on gaps in phonic knowledge based upon individual assessments and language records.	KS1 LKS2	£4,000	<ul style="list-style-type: none"> <li>Gaps in phonic knowledge and application are reduced</li> <li>Pupils are independently recognising targeted phonemes in their reading books</li> <li>Words containing identified spelling patterns are consistently spelt correctly in their independent writing</li> </ul>	<ul style="list-style-type: none"> <li>Pupil progress meetings show accelerated progress in reading and writing</li> <li>Data analysis by PP Lead – writing</li> <li>Marking and feedback</li> <li>Gaps in phonic knowledge identified and reduced</li> </ul>
<b>Barriers to expected standards in Year 3 (maths)</b>	Reinforce understanding of basic mathematical concepts	LKS2	£650	<ul style="list-style-type: none"> <li>Targets support pupils in understanding their next steps</li> <li>Pupils secure the expected standard at the end of Year 3</li> </ul>	<ul style="list-style-type: none"> <li>Pupil progress meetings show accelerated progress in maths</li> <li>Data analysis by PP Lead – maths</li> <li>Marking and feedback</li> <li>Analysis of intervention records</li> </ul>
<b>Pencil grip and letter formation group</b>	Using pencil grippers, modelling correct grip & formation of letters. Pupils practicing in a variety of media	FS	£650	<ul style="list-style-type: none"> <li>All Pupils can hold their pencil with correct tripod grip</li> <li>Lower case letters are formed correctly</li> </ul>	<ul style="list-style-type: none"> <li>Intervention records</li> <li>FS leader analysis of development matters profile</li> <li>Observation of emergent writing activities and writing during play</li> </ul>
<b>Word shark</b>	ICT based intervention to reinforce taught spelling patterns. Spelling patterns to be covered to be established through individual assessments/language records	KS1 LKS2	£250	<ul style="list-style-type: none"> <li>Gaps in phonic knowledge and application are reduced.</li> <li>Pupils are independently recognising targeted phonemes in their reading books</li> <li>Words containing identified spelling patterns are consistently spelt correctly in their independent writing.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Progress meetings show accelerated progress in reading &amp; writing</li> <li>Data analysis by PP Lead – writing</li> <li>Marking and feedback</li> <li>Gaps in phonic knowledge identified and reduced</li> </ul>
<b>SALT support</b>	Individualised SALT programmes for pupils who have identified speech and language difficulties	Yr 1 -6	£650	<ul style="list-style-type: none"> <li>Programmes bespoke for individual Pupils therefore outcomes will be linked to specific targets and SALT programmes.</li> </ul>	<ul style="list-style-type: none"> <li>SENCO analysis of progress data, provision maps &amp; intervention records</li> </ul>
<b>Comprehension skills</b>	Small group intervention focussing on using familiar texts to reinforce retelling and retrieval skills.	LKS2	£650	<ul style="list-style-type: none"> <li>Pupils are able to transfer skills taught to independent reading activities to ensure reading for meaning</li> <li>Benchmarking assessment demonstrates increase in retelling and retrieval skills</li> <li>Pupils are able to access the next book band.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of book band levels</li> <li>Benchmark assessments shows an improvement in inference questions from previous assessment</li> </ul>

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<b>Betterwords</b>	1:1 reading based intervention targeted at Pupils who aren't recognising many common exception words. 10 week programme.	KS1	£650	<ul style="list-style-type: none"> <li>• Greater recognition of common exception words (language record assessment)</li> <li>• Increase in fluency and pace of reading</li> <li>• Pupils are able to move on to next book band</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in amount of new words recognised consistently (language records assessment)</li> <li>• Benchmarking assessment shows increase in word recognition and fluency (increase in reading age)</li> <li>• Analysis shows accelerated progress in reading</li> </ul>
<b>EYFS Pastoral Support</b>	Additional pastoral support for pupils entering Fs2 not yet independent or demonstrating competent levels of hygiene and readiness for school.	Fs2	£8000	<ul style="list-style-type: none"> <li>• All pupils are schools ready</li> <li>• High levels of co-operation are demonstrated when working as part of a group or during Explore time.</li> <li>• Pupils are able to demonstrate high levels of personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Clear progress evident using Development Matters</li> <li>• Learning Journey records milestone achievements</li> <li>• Observations support attainment and progress</li> </ul>

### Strengths

- The interventions used throughout the year reflect the rich diet of provision used to reduce the attainment gaps for DisAdv pupils where needed. There is also evidence that provision matches individual need.
- Most interventions offered were small group tuition with an average of 5 - 6 pupils within the group and booster groups lead by experienced TA's and teaching staff.
- At KS1 there are more reading interventions, particularly phonics booster groups, using additional TA time allocated. This is to be expected at KS1 as teaching of phonics supports both reading and writing development. Data supports that these phonics booster groups have been successful over time.
- The balance of reading, writing and maths interventions is more evenly spread at KS2.