



Mornington Primary School

Pupil Premium Strategy and Action Plan 2017-2020

The targeted and strategic use of pupil premium will support 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 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.

Closing the Gap/Diminishing the Difference Sept 2019 Context

- OFSTED Judgement October 2016 - GOOD
- Achievement for All Lead School
- Achievement for ALL - Early Intervention Programme
- 92.5% Stability (National 85.7%)
- Deprivation 0.14 (National 0.21)
- Attainment gap between PP and Non PP varies between cohorts and numbers
- Attainment gap has reduced since 2012
- PP barriers to learning are individualised throughout school
- Cohorts are vastly different with regards to attainment and the types of challenges and barriers identified
- Attendance of PP pupils is slightly below Non PP pupils 2018 - 2019
95.85% / 96.78% but is still above 95%

2018-19 Funding Breakdown

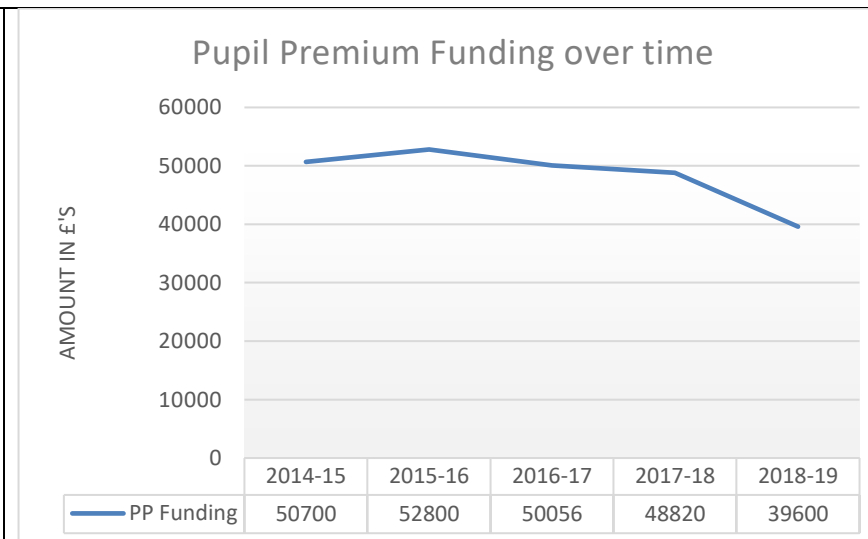
2018-19: 30 pupils representing 10% of 300 (NOR) £39600

?? % spend on individual provision

??% spend on group/whole school provision

	PP Numbers	% of Cohort	Funding £
R	1	2.7%	£1320
Y1	3	6.9%	£3960
Y2	4	8.5%	£5280
Y3	4	8.8%	£5280
Y4	2	4.7%	£2640
Y5	6	12.5%	£7920
Y6	10	23.8%	£13200

Performance	2018		2019			
	PP	Gap	PP	Gap		
% PP pupils attaining GLD at FS2 2019	50%	-15	100%	+28		
% PP meet expectations from Y1- Y5	Reading	70%	-4	43%	-6	
	Writing	53%	-20	53%	-10	
	Maths	65%	-7	51%	-13	
% PP meet expectations End of Ks2	Reading	75%	+10	60%	-16	
	9 Pupils in this cohort	Writing	87%	+19	60%	-6
	SPaG	75%	+7	80%	-8	
% PP make expected progress End of Ks2	Maths	50%	-13	60%	-18	
	Reading	-0.5	+1.7	+3.3	+2.6	
	4 Pupils in this cohort	Writing	+2.5	+2.0	+1.6	+2.8
% PP attaining English/Maths combined Ks2	Maths	+0.4	+1.2	+1.2	+0.7	
		50%	-6	30%	-36	



End of year Attainment 2018-19 w+ and higher
SCHOOL DATA except for Fs2/Y2/Y6 (SATs)

Year	Fs2		1		2		3		4		5		6	
Category	PP	Non	PP	Non	PP	Non	PP	Non	PP	Non	PP	Non	PP	Non
Number	1	35	2	42	3	44	4	38	4	40	6	41	9	32
% at Exp Reading	100%	77%	100%	63%	33%	73%	50%	45%	50%	74%	83%	73%	67%	82%
Gap	+23		+37		-40		+5		-24		+10		-15	
% at Exp Writing	100%	69%	100%	58%	33%	64%	25	37%	50%	63%	50%	46%	56%	76%
Gap	+31		+42		-31		-12		-13		+4		-20	
% at Exp Maths	100%	83%	100%	68%	33%	71%	75%	66%	50%	71%	83%	81%	67%	76%
Gap	+17		+32		-38		+9		-21		+2		-9	

Current Attainment 2019-20
pupils on Track to achieve expectations (w+) and higher
Oct 19 **Update (W or higher)**
SCHOOL DATA

Year	Fs2		1		2		3		4		5		6	
Category	PP	Non	PP	Non	PP	Non	PP	Non	PP	Non	PP	Non	PP	Non
Number	1	39	1	36	3	41	4	43	4	41	2	40	6	42
% at Exp Reading	0%	3%	0%	6%	33%	30%	25%	23%	25%	37%	50%	73%	83%	83%
Gap	-3		-6		+3		+2		-12		-23		=	
% at Exp Writing	0%	5%	0%	6%	33%	25%	50%	63%	50%	71%	50%	75%	83%	79%
Gap	-5		-6		+8		-13		-21		-25		+4	
% at Exp Maths	100%	33%	0%	8%	33%	28%	50%	77%	25%	49%	50%	76%	100%	91%
Gap	+67		-8		+5		-27		-24		-26		+	

End of year Progress 2018-19
Pupil who made expected (6 steps) and better progress
SCHOOL DATA

Year	Fs2		1 5 steps		2		3		4		5		6	
Category	PP	Non	PP	Non	PP	Non	PP	Non	PP	Non	PP	Non	PP	Non
Number	1	36	2	42	3	44	4	38	4	40	6	41	9	32
% 6 steps+ Reading	0%	19%	0%	0%	0%	59%	33%	59%	100%	65%	60%	63%	100%	97%
Gap	-19		0		-59		-26		+35		-3		+3	
% 6 steps+ Writing	100%	31%	0%	0%	33%	71%	33%	78%	100%	80%	60%	63%	80%	94%
Gap	+69		0		-38		-45		+20		-3		-14	
% 6 steps+ Maths	100%	8%	0%	0%	67%	68%	67%	54%	50%	68%	60%	74%	80%	75%
Gap	+92		0		-1		+13		-18		-14		+5	

Current Progress 2019-20
pupils on Track to achieve expected progress (6 steps) and better
Oct 19 Update
SCHOOL DATA

Year	Fs2		1 5 steps		2		3		4		5		6	
Category	PP	Non	PP	Non	PP	Non	PP	Non	PP	Non	PP	Non	PP	Non
Number	1	39	1	36	3	41	4	43	4	41	2	40	6	42
% 4 steps+ Reading			0%	0%	33%	25%	0%	18%	25%	39%	100%	97%	100%	92%
Gap														
% 4 steps+ Writing			0%	0%	33%	35%	25%	67%	50%	73%	100%	97%	100%	95%
Gap														
% 4 steps+ Maths			33%	0%	0%	33%	30%	25%	88%	50%	60%	100%	100%	100%
Gap														

1. 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 Nottinghamshire agenda for closing the gap for vulnerable pupils.	Attendance at the annual Closing the Gap Conference	HT and PP Leads	October 2017	HT and PP coordinator 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. Message communicated effectively to staff and governors.
1.2 To evaluate and revise policy for the use of Pupil Premium taking into account research.	<ul style="list-style-type: none"> a. Update PP policy in line with up to date research with regards to support and spending of PP budget. b. New policy to be shared with PP governor and agreed by governors at next full governors meeting. c. Review revised information from Teaching and learning toolkit from the Education endowment foundation and the Sutton Trust research and ensure our policy reflects current good practice with regards to supporting PP pupils. d. Teachers are clear about their role in addressing the needs of PP pupils. 	PP Leads Governors	October 2017	<ul style="list-style-type: none"> a. A revised policy and supporting philosophy for the use of Pupil Premium funds is produced. b. Revised policy ratified by governors and placed on the school website. c. All staff are aware of the current research from the Education Endowment Foundation. A whole school approach to supporting PP pupils is committed to with an understanding of shared accountability of funds and provision.
1.3 Continue to develop the portfolio of progressive case studies which explores the barriers and successes for FSM pupils including progress and attainment.	<ul style="list-style-type: none"> a. SLT members to monitor up to 4 pupils through a case study format devised by DHT's. b. HT to monitor the quality and impact of provision. c. Sample case studies to be presented to governors in the summer term. d. Barriers to learning at MPS clearly defined with strategies to address them collated including suggested success criteria. 	SLT PP Leads HT	Ongoing	<ul style="list-style-type: none"> a. SLT 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. b. Case Studies shared with staff and governors. c. Barriers to learning document is used as a toolkit for teachers planning provision.
1.4 To ensure that provision is actively targeted to pupils where progress is of concern.	<ul style="list-style-type: none"> a. PP Leads 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. b. HT to carry out an end of year analysis of progress and attainment of PP pupils and report on findings. 	PP Leads	Termly as part of Pupil Progress procedures. Annual	<ul style="list-style-type: none"> a. Pupil Progress meetings to evaluate and explore the effectiveness of provision. b. Annual Audit and MSR analysing progress, attainment and quality of interventions for PP pupils.
1.5 Annual Audit of provision and therefore effective spending of PP funds.	Review to include an evaluation of spending of PP funding and data to support the impact of provision on reducing the attainment gap between PP and non PP pupils following the developed format.	HT	July 2017	Annual review of PP provision and spending shared with governors and parents via the school website.

1.6 To update a comprehensive provision MENU for PP pupils.	<ul style="list-style-type: none"> a. Provision MENU gives details of possible interventions and direct support offered to pupil premium pupils throughout the academic year. Updated annually. b. MENU colour coded to allow for quick reference on direct intervention form. c. Add data to quantify the impact on learning. d. Review by PP Governor 	PP Leads PP governor	July 2017 Reviewed annually	<ul style="list-style-type: none"> a. Provision MENU available for all staff to refer to when planning provision for PP pupils. Provision MENU on school website. b. MPS data reflects the potential for impact on learning of provisions. c. . d. 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.	<ul style="list-style-type: none"> a. Governor to meet HT and PP leads to assess how robust our monitoring of PP pupils is by reviewing direct intervention forms, PP provision map and termly MSR's. b. Most of this work will be done as part of an annual audit. 	HT PP Leads PP governor	Annual Cycle	<ul style="list-style-type: none"> a. Governor visit report shared at committee. Thorough understanding of how PP pupils are monitored and supported in school. b. 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 at Mornington Primary school.	<ul style="list-style-type: none"> a. Parent friendly version of budget is placed on the website. b. Annual review of provision and spending placed on school website c. Pupil Premium policy is on the website. 	PP Leads HT	March annually September 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 policy development.	HT PP Leads SENCo Governors CT's	Sept 17	<p>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.</p> <p>MPS staff work together with a common purpose.</p>

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

Objective	Actions	Responsibility	Timeframe	Outcome/Impact
2.1 Embed a whole school approach to supporting PP pupils and closing the gap for vulnerable pupils.	<ul style="list-style-type: none"> a. Teachers to devise support and interventions which target individual needs. b. All teachers take part in termly pupil progress meetings ensuring accountability for all. 	All teaching staff	Ongoing	<ul style="list-style-type: none"> a. All staff accept the importance of teachers building relationships and identifying barriers to learning, whether academic, social or emotional for PP pupils. Provision maps and PP direct intervention grid demonstrates how teachers match provision to individual need. b. All teachers are aware of vulnerable pupils within their class.

<p>2.2 Intervention records are a shared resource between the class teacher and the TA.</p>	<ul style="list-style-type: none"> a. Teachers to complete the opening section of the record highlighting the purpose and intended outcomes of the provision and children involved. b. TA's to take ownership of records during the allocated time frame. c. At the closure of the intervention TA is to make an assessment and complete the evaluation section. The record should then be given to the teacher for evaluation and stored in the Black Cohort folder. 	<p>Class Teachers SENCO Senior TA</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> a. Teachers ensure that they have ownership of the programme whilst the TA is the facilitator or delivers. Accurate records are kept. b. . c. Work scrutiny shows that teachers are proactive in looking for opportunities where the child is able to translate their skills into every day working.
<p>2.3 Pupil Progress meetings are productive in identifying need and subsequent actions directed towards a group or individual. This includes the vulnerable groups - FSM, SEN, EAL</p>	<ul style="list-style-type: none"> a. X3 Pupil Progress meetings per year. PP Leads and SENCO to analyse progress data termly and highlight pupils of concern on the pupil progress forms to ensure pupils in need are identified and provision can be directed towards these key children. b. Provision is allocated as a result of evaluation of attainment & progress. c. PP Leads are aware of all vulnerable pupils within their team and those needing additional support. d. Pupil Progress records are amended to incorporate a cyclical approach and provides an annual audit trail for PP pupils. 	<p>Planning Teams SLT</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> a. 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. b. Annual MSR evaluates progress of pupil premium pupils shows how identified pupils are targeted effectively to ensure progress. c. All staff share the common purpose of ensuring that PP pupils needs are evaluated and provision promotes engagement, progress and aspirations. d. Monitoring is clearer and tracks throughout the year. Reduction in workload for teachers by having all information in one place.
<p>2.4 Provision mapping is effective in highlighting and recording the range of provision used in order to close the gap for vulnerable pupils.</p>	<ul style="list-style-type: none"> a. Planning team's complete provision mapping as part of their PPA. b. Provision maps are kept up to date throughout the year and are shared with HT and SENCO and PP Leads. 	<p>Planning teams SENCO PP Leads</p>	<p>Ongoing</p>	<p>Planning Scrutiny of provision maps by SENCO as part of ongoing monitoring work.</p>
<p>2.5 Teachers have a heightened awareness of FSM and FSM6 pupils.</p>	<ul style="list-style-type: none"> a. Pupil Progress meetings are focused around the progress and attainment of PP pupils. b. PP Leads to note any PP pupils not making progress and add to the pupil progress forms together with guidance and interventions to support progress. 	<p>Teachers PP Leads</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> a. Teachers demonstrate input and impact of provision at Pupil progress meetings. b. SLT ask challenging questions to drive aspirations for FSM pupils.
<p>2.6 Pupil Premium budget is effectively used to ensure support, progress and raised attainment for FSM pupils.</p>	<ul style="list-style-type: none"> a. PP direct intervention grid details interventions used to support PP pupils. b. Pupil premium provision map shows all possible intervention and support offered to pupil premium pupils. 	<p>PP Leads</p>	<p>Oct 17</p>	<ul style="list-style-type: none"> a. Data analysis shows that groups are making expected progress or better. b. Pupil surveys show that they are engaged in their learning, even the areas that they find difficult.

2.7 To explore how high impact low cost teaching strategies can effectively support PP pupils.	PP Leads to research different high impact, low cost strategies through the teaching and learning toolkit by the Education endowment foundation, CUREE and National College.	PP Leads	Autumn 17	PP Leads to make recommendations to class teachers to promote good and better progress for PP pupils. Case Studies to highlight the impact of provision and explores attitudes to learning of PP pupils.
2.8 To evaluate the quality of work and engagement in learning of PP pupils.	<ul style="list-style-type: none"> a. Work scrutiny of PP books against standards for relevant year groups. b. Pupil Interviews to assess attitudes to learning. c. 10 minute observations of PP pupils in lessons. d. Case studies updated and passed on between phases to ensure a progressive record of learning, provision and impact. 	PP Leads	Ongoing	<ul style="list-style-type: none"> a. MSR of findings from Work Scrutiny to include actions for class teachers to promote consistently high standards throughout the school. b. Case Studies reflect the learning journey of PP pupils throughout MPS and give a clear picture of what the school does for pupils, the impact on their learning, emotional resilience and aspirations for the future.
2.9 Evaluation of pupils work is focussed and identifies gaps and targets.	Work Scrutiny proforma is developed to support PP Leads and class teachers in evaluating work and developing targets.	HT PP Leads	Termly	A clear and accurate picture of attainment is gathered around the child resulting in focussed targets are set for each term and provision which is accurately matched to barriers, gaps and needs.

3. Wider Outcomes – Pupil Premium is effectively used to support the enrichment opportunities for vulnerable pupils.

Objective	Actions	Responsibility	Timeframe	Outcome/Impact
3.1 Families receive a greater service from the school via inclusion on the Structured Conversation programme.	SENCO to ensure that PP families are invited in for Structured Conversations alongside SEN families.	SENCO	Ongoing throughout the year	Parent survey demonstrates that families feel supported and are involved in exploring opportunities for their child/ren.
3.2 PP pupils have the opportunity to participate in a range of clubs, trips and residential visits.	<ul style="list-style-type: none"> a. Finance Officer to support families with costs. b. Teachers to highlight the range of opportunities during structured conversations or parents evenings. 	Teachers Finance Officer	Termly	<ul style="list-style-type: none"> a. PP pupils have the opportunity to participate in activities of their choice. b. PP pupils extend their experiences by participating in new activities.
3.3 Continued provision of Nature Garden programme and Forest School trips.	<ul style="list-style-type: none"> a. Appropriate staffing to ensure a rich programme of activities and experiences. b. Letting costs for Bagthorpe Forest School c. Transport costs. 	HT Office staff	$\frac{1}{2}$ termly	<ul style="list-style-type: none"> a. PP pupils report they enjoy the activities.
3.4 Provision of Squash Coaching in Y3/4 for Spring Term	<ul style="list-style-type: none"> a. Andy Hay (professional coach) to provide 6 week programme for each year group. b. BB to support as part of his own professional development. 	HT BB	Annual	<ul style="list-style-type: none"> a. PP pupils experience a different sport. PP pupils report that they enjoy squash and that they have improved their skills.

3.5 PP pupils read every day.	<p>a. Librarian and Mid Day staff read daily with identified pupils.</p> <p>b. PP pupils take greater responsibility for their own reading development.</p>	Class Teachers	$\frac{1}{2}$ termly	<p>a. Reading ages and teacher assessments demonstrate good progress in reading and the attainment gap is reduced.</p> <p>b. PP pupils meet the reading token challenge and in interviews report that they enjoy reading and see a purpose for improving reading skills.</p>				
3.6 PP pupils have access to a wide range of interventions to support their learning and progress.	<p>a. Intervention MENU is revised to ensure maximum impact.</p> <p>b. TA staff are appropriately trained to deliver interventions.</p> <p>c. Staff are aware of the 'Watch list' and the 'Even better if List'</p> <table border="1" data-bbox="501 464 1205 938"> <thead> <tr> <th data-bbox="501 464 853 501">Watch out for ...</th> <th data-bbox="853 464 1205 501">Even better if...</th> </tr> </thead> <tbody> <tr> <td data-bbox="501 501 853 938"> <ul style="list-style-type: none"> ▪ Poor communication ▪ Poor preparation ▪ Poor deployment ▪ Adults as barriers ▪ Focus on task completion rather than learning ▪ Adults intervene too quickly ▪ Lack of access to peers ▪ Roles not well planned ▪ Poor engagement in learning </td> <td data-bbox="853 501 1205 938"> <ul style="list-style-type: none"> ▪ Good communication & preparation ▪ Solution focussed thinking ▪ Focus on building resilience in learners ▪ Good emotional support ▪ Clear rationale for groupings, support and interventions. ▪ Build on prior knowledge ▪ Target vocabulary development </td> </tr> </tbody> </table>	Watch out for ...	Even better if...	<ul style="list-style-type: none"> ▪ Poor communication ▪ Poor preparation ▪ Poor deployment ▪ Adults as barriers ▪ Focus on task completion rather than learning ▪ Adults intervene too quickly ▪ Lack of access to peers ▪ Roles not well planned ▪ Poor engagement in learning 	<ul style="list-style-type: none"> ▪ Good communication & preparation ▪ Solution focussed thinking ▪ Focus on building resilience in learners ▪ Good emotional support ▪ Clear rationale for groupings, support and interventions. ▪ Build on prior knowledge ▪ Target vocabulary development 	All Staff	July 2017	<p>a. Teachers and TA's report that the Intervention MENU is a useful tool to support decisions around provision for PP pupils.</p> <p>b. TA's are mindful of 'Even better if' list when supporting PP pupils and delivering interventions.</p> <p>c. All staff commit to the philosophy that rich provision, quality first teaching and consistently high expectations are everyone's responsibility. This can be measured in staff annual questionnaires.</p>
Watch out for ...	Even better if...							
<ul style="list-style-type: none"> ▪ Poor communication ▪ Poor preparation ▪ Poor deployment ▪ Adults as barriers ▪ Focus on task completion rather than learning ▪ Adults intervene too quickly ▪ Lack of access to peers ▪ Roles not well planned ▪ Poor engagement in learning 	<ul style="list-style-type: none"> ▪ Good communication & preparation ▪ Solution focussed thinking ▪ Focus on building resilience in learners ▪ Good emotional support ▪ Clear rationale for groupings, support and interventions. ▪ Build on prior knowledge ▪ Target vocabulary development 							
3.7 PP pupils are supported in their emotional development.	<p>a. PP pupils have access to School Counsellor via 'Drop in' sessions or by referral from the class teacher.</p> <p>b. Ks1 1Decision programme is planned as part of PPA.</p> <p>c. Ks2 provide a range of support groups for vulnerable children.</p> <p>d. SBaP Counsellor provides training around a range of emotional challenges for children. X1 session per $\frac{1}{2}$ term.</p>	School Counsellor Ks1 DHT Ks2 DHT	Termly	<p>a. Counsellor feeds back to class teachers and parents. PP pupils feel supported.</p> <p>b. MSR by Ks1 DHT to evaluate the quality and impact of the programme on learners.</p> <p>c. MSR by Ks2 DHT to evaluate the quality and impact of the programme on learners.</p> <p>d. Staff felt knowledgeable and supported in supporting PP pupils.</p>				
3.8 PP pupils enjoy the roles provided in school giving them a chance to demonstrate responsibility, confidence and maturity.	<p>a. Teachers ensure that PP pupils have sufficient opportunities to be leaders in their classrooms and in the playground.</p>	Class teachers	$\frac{1}{2}$ termly	<p>a. PP pupils demonstrate raised self-esteem and a sense of value within the school.</p>				

4. Impact of Funding – Pupil Premium money is effectively used to provide a range of interventions which support good progress.				
Objective	Actions	Responsibility	Timeframe	Outcome/Impact
4.1 Clear PP Budget plan is published.	<ul style="list-style-type: none"> a. PP income is clearly accounted for. b. PP budget is located to individuals, groups, and intervention programmes. c. Governors approve the proposed spending of PP funds. 	HT Governors	March 2017	<ul style="list-style-type: none"> a. All stakeholders are clear about how PP funds have been used to support pupils' learning and development. b. PP funding has a reported positive impact on attainment, progress and aspirations of PP pupils. c. Governors understand and approve the rationale for spending.
4.2 Eligible parents enrol with FSM at NCC.	<ul style="list-style-type: none"> a. MPS to send out a letter to parents to promote the uptake of FSM and check eligibility. b. Parents to receive FSM flyer. 	Finance Officer	Sept 2017	<ul style="list-style-type: none"> a. Increased funding due to greater uptake of FSM.
4.3 Consider pupils not classified as PP but are just above thresholds.	<ul style="list-style-type: none"> a. Identify pupils that are also on the threshold for PP funding and distribute lists to DHT's. b. Include these pupils on provision programme. 	DHT's Class teachers	Sept 2017	<ul style="list-style-type: none"> a. Pupils receive the very best provision needed to ensure that they are successful learners. b. Provision is clearly matched to the needs of all pupils and is monitored via Pupil Progress meetings.

5. Attainment – the gap between PP and Non PP pupils is reduced. A greater % of PP pupils meet or exceed expectations by the end of Ks2.				
Objective	Actions	Responsibility	Timeframe	Outcome/Impact
5.1 Gap between PP and Non PP is reduced over time.	<ul style="list-style-type: none"> a. Analysis is accurate demonstrating the gaps between PP and Non PP pupils. b. Actions are planned by teaching teams to address the gaps. c. Robust monitoring is performed termly to track progress and evaluate the impact of provision. 	PP leads Class teachers	Termly	<ul style="list-style-type: none"> a. A clear picture is developed of the needs of learners at MPS. b. PP Progress is improved and the gap is reduced over time. c. Monitoring produces clear actions which are targeted to raise attainment.
5.2 Increase the %'s of PP pupils meeting end of Key Stage expectations.	Teaching teams closely track pupils to adapt teaching to ensure that it facilitates more pupils in meeting end of key stage expectations.	Class teachers	June each year	% of pupils meeting or exceeding end of key stage expectations is increased over time.
5.3 Increase the %'s of PP pupils making expected progress from Ks1 to Ks2.	Teaching teams closely track pupils to adapt teaching to ensure that it facilitates more pupils making accelerated progress.	Class teachers	June each year	% of pupils making expected progress improves over time and matches national expectations.

5.4 Increase the %'s of PP pupils meeting year group age related expectations.	Teaching teams closely track pupils to adapt teaching to ensure that it facilitates more pupils in meeting end of key stage expectations.	Class teachers	June each year	% of pupils meeting or exceeding end of year age related expectations is increased over time.
5.5 Increase the %'s of PP pupils making expected progress from year to year.	Teaching teams closely track pupils to adapt teaching to ensure that it facilitates more pupils making accelerated progress.	Class teachers	June each year	% of pupils making expected progress from year to year improves over time and matches national expectations.
5.6 Increase the %'s of PP pupils meeting Fs2 GLD.	Teaching teams closely track pupils to adapt teaching to ensure that it facilitates more pupils in meeting GLD.	Class teachers	June each year	% of pupils meeting or exceeding GLD is increased over time.

6. Behaviour and Attendance – Attendance is in line with national and MPS %'s.				
Objective	Actions	Responsibility	Timeframe	Outcome/Impact
6.1 PP pupils attendance is in line with non PP Pupils.	<ul style="list-style-type: none"> a. Office staff to monitor PP pupils on a half termly basis and provide reports for class teachers. b. Class teachers to host structured conversations with parents to explore the impact of absence and set targets. 	Office staff Class teachers	$\frac{1}{2}$ termly	<ul style="list-style-type: none"> a. Attendance is robustly monitored and timely actions taken. b. Parents have a clear understanding of the importance of good attendance and commit to improving their child's attendance in order to improve attainment and progress.
6.2 PP pupils demonstrate positive behaviours which consistently meet expectations.	<ul style="list-style-type: none"> a. DHT's to monitor behaviour logs and liaise with class teachers around actions to improve. b. Mid Day team to maintain consistent expectations in line with those of the teachers and to share effectively behaviours which do not meet expectations. c. DHT's and Class teachers to consistently apply the behaviour policy and consequences for pupils including communicating with parents. d. Targets to be set for pupils finding difficulty. e. Report cards to be used effectively. 	DHT's Class Teachers Mid Days	Ongoing	<ul style="list-style-type: none"> a. Reports from Behaviour Logs to be a standing item on key stage agendas and actions followed up resulting in improvements in behaviour. b. Lunchtime behaviour is observed to be improved following SLT observations. c. Pupils receive a partnered approach with home to support them in making better decisions about their behaviour. d. Pupils are clear about expectations. e. Teachers are supported with pupils who continue to experience difficulty in meeting MPS expectations.