

Pupil Premium Action Plan 2021-24 (inclusive of Catch up Funding 2021)

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.

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 local agendas for closing the gap/diminishing the difference for vulnerable pupils.	<ul style="list-style-type: none"> a. Membership of PP group b. Attend HT meetings/Briefings c. CPD for management of PP 	HT PP Leads	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.	<ul style="list-style-type: none"> a. Update PP statement in line with up to date research with regards to support and spending of PP budget. b. Share with PP governor and agreed by governors. c. Review revised information from Teaching and learning toolkit from the Education endowment foundation and the Sutton Trust research and ensure provision reflects good practice. d. Teachers are clear about their role in addressing the needs of PP pupils. 	PP Leads Governors	Annual	<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. 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.	<ul style="list-style-type: none"> a. SLT members to monitor pupils termly. b. HT to monitor the quality and impact of provision. c. PP reports reflect challenge and provision. d. Barriers to learning at MPS clearly defined with strategies to address them collated including suggested success criteria. 	SLT PP Lead HT		<ul style="list-style-type: none"> a. 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. b. Menu of Provision is used for teachers planning.
1.4 To ensure that provision is actively targeted to pupils where progress is of concern.	<ul style="list-style-type: none"> a. PP lead keep PP Calculator up to date to clearly identify priority of need. b. PP Lead tracks 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. c. HT to carry out an end of year analysis of progress and attainment of PP pupils and report on findings. 	PP Lead	Termly as part of Pupil Progress procedures. Annual	<ul style="list-style-type: none"> a. Accurate knowledge and evaluation of needs b. Pupil Progress meetings to evaluate and explore the effectiveness of provision. c. 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.	<ul style="list-style-type: none"> a. Review to include an evaluation of spending of PP funding b. Data supports the impact of provision on reducing the attainment gap between PP and non PP pupils. c. Review is published on the website. 	HT PP Lead	Annual	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 in sections to match PP strategy. c. Add data to quantify the impact on learning. d. Review by PP Governor 	PP Lead PP governor	Reviewed annually	<ul style="list-style-type: none"> a. Provision MENU 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 lead 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 Lead 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 within school.	<ul style="list-style-type: none"> a. Budget is on the website. b. Annual review of provision and spending placed on school website c. 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 CT's	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. MPS staff work together with a common purpose.
1.10 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. c. New parents are given information on how to register 	Finance Officer	As needed	<ul style="list-style-type: none"> a. Increased funding due to greater uptake of FSM.
1.11 Consider pupils not classified as PP but are just above thresholds.	<ul style="list-style-type: none"> a. Use PP Calculator to identify priority pupils. b. Investigate the environmental factors which may be a barrier to learning for identified pupils 	PP Lead	Termly	<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.
1.12 PP Lead develops an annual schedule of activities to ensure coverage and high quality provision.	<ul style="list-style-type: none"> a. Annual Schedule is shared with HT and Governors 	PP Lead	Annual	<ul style="list-style-type: none"> a. MPS is on track to effectively support pupils.

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 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.
2.2 Intervention records are a shared resource between the class teacher and the TA.	<ul style="list-style-type: none"> a. Teachers to ensure that appropriate interventions are planned to meet needs b. Outcomes are communicated via the Intervention Records c. TA's update records with observations and assessment as part of the intervention (at a minimum weekly) d. SENCO to monitor the quality and consistency of reporting across MPS. 	Class Teachers SENCO Senior TA	Ongoing	<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. 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 towards a group or individual. This includes the vulnerable groups – FSM, SEN, EAL	<ul style="list-style-type: none"> a. X3 Pupil Progress meetings per year. PP Lead 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 Lead is 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. 	Planning Teams SLT	Ongoing	<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.
2.4 Provision mapping is effective in highlighting and recording the range of provision used in order to close the gap for vulnerable pupils.	<ul style="list-style-type: none"> a. Revise the format to be more user friendly b. Records are kept on SharePoint 	Planning teams SENCO PP Lead	Ongoing	Planning Scrutiny of provision maps by SENCO 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.	<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. 	PP Lead	Ongoing	<ul style="list-style-type: none"> a. Monitoring reports include actions for class teachers to promote consistently high standards throughout the school. b. Pupil Progress forms 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 service from the school via inclusion on the Structured Conversation programme.	a. Staff are reminded of the process of structured conversations b. Records are kept & shared with HT within 48 hours c. Actions are monitored and agreed with parents	Class teachers HT		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.	a. Finance Officer to support families with costs. b. Teachers to highlight the range of opportunities during structured conversations or parents evenings. c. Teachers to highlight clubs to children and engage interest	Teachers Finance Officer	Termly	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 PP pupils read every day.	a. PP pupils read to class teacher or teaching assistant b. PP pupils take greater responsibility for their own reading development. c. PP children are actively encouraged to visit school library.	Class Teachers CR	½ termly	a. Reading ages and teacher assessments demonstrate good progress in reading and the attainment gap is reduced. b. Interviews report that they enjoy reading and see a purpose for improving reading skills.
3.4 PP pupils are supported in their emotional development.	a. PP pupils have access to School Counsellor via 'Drop in' sessions or by referral from the class teacher. b. Tiered system of support is provided via school mental health and Well Being strategy c. RSE curriculum promotes ownership of emotions. d. Ks2 provide a range of support groups for vulnerable children. e. Counsellor provides training around a range of emotional challenges for children. f. ELSA	School Counsellor Senco	Termly	a. Counsellor feeds back to class teachers and parents. PP pupils feel supported. b. Monitoring evaluates the quality and impact of the programme on learners. c. Staff feel knowledgeable and supported in supporting PP pupils.
3.5 PP pupils enjoy the roles provided in school giving them a chance to demonstrate responsibility, confidence and maturity.	a. Teachers ensure that PP pupils have sufficient opportunities to be leaders in their classrooms and in the playground.	Class teachers	½ termly	a. PP pupils demonstrate raised self-esteem and a sense of value within the school.
3.6 Attendance rates are high for PP pupils	a. Attendance is monitored termly. b. Contact is made with parents where attendance fall below threshold.	Class teachers PP lead HT		a. Parents are aware of link between attendance and attainment.
3.7 High Standards of behaviour are promoted	a. Revisit the behaviour policy. b. SLT to revisit systems and procedures	DHT	termly	a. Standards of behaviour remain high. b. Governors monitor behaviour reporting and actions that are needed.