



Mornington Primary School

Pupil Premium Policy

The Pupil Premium is allocated to local authorities and schools with pupils on roll in that are known to have been eligible for free school meals (FSM) at any time in the last six years, referred to as Ever 6. Evidence and facts make it abundantly clear that poverty is the single most important factor in predicting a child's future life chances. The introduction of pupil premium attempts to re-write the futures of these children and close the attainment gap between themselves and their peers whilst ensuring that they make expected or better progress. Each pupil will attract £1515 of funding and schools have the freedom to spend the Premium, which is additional to the underlying school's budget, in a way they think will best support the focus on raising of the attainment and aspirations of the most vulnerable pupils.

The targeted and strategic use of pupil premium will support us in achieving our vision of helping everyone to achieve to their full potential.

Principles

We ensure that teaching and learning opportunities meet the needs of all of the pupils.

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. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being in need of intervention and support. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Groups can be made up of FSM children and non-FSM children, where their needs are similar, or where meeting their needs helps to create a learning environment more conducive to success for all.

Information about the use of Pupil Premium is available for parents on the website. Governors receive this information as part of the head teacher's report.

At Mornington Primary School, it is the responsibility of all staff to ensure that the pupils in their charge receive the best education, care and support available.

Role of the Class teacher

- ✓ Awareness of procedures for the identification and assessment of, and subsequent provision for Pupil Premium pupils.
- ✓ Collaborating with Pupil Premium Lead to agree actions required to assist the Pupil Premium pupils to make good progress.
- ✓ Ensure that a complete picture of the Pupil Premium pupil is recorded and barriers to learning and progress identified.
- ✓ Delivery of a broad and balanced curriculum which engages all learners.
- ✓ Maintaining accurate records.
- ✓ Working closely with TAs, SENCo to ensure that provision is effective.
- ✓ Liaising with outside agencies where appropriate.

Role of the Pupil Premium Lead

- ✓ Assess, monitor and evaluate the impact of provision.
- ✓ Analyse data to monitor and take action regarding gaps widening or plateauing.
- ✓ Monitor the quality and appropriateness of interventions.
- ✓ Perform Work Scrutiny to support the triangulation of assessments.
- ✓ Challenge and support teachers in ensuring good progress, raised attainment and varied provision.
- ✓ Make contributions to Pupil Progress meetings.

- ✓ Ensure that the Pupil Premium Strategy is reviewed and evaluated

Role of the Governing Body

- ✓ Support the development and review of the PP Policy and Strategy.
- ✓ Ensure consistent application of the policy.
- ✓ Ensure a named governor takes responsibility for PP.
- ✓ Ensure that the policy is available to all stakeholders.
- ✓ Ensure that provision is of a consistently high standard.
- ✓ Ensure that funding is being used to raise attainment, aspirations and provide positive futures.
- ✓ Perform an annual review and report to all Governors.

Monitoring

Mornington has a rigorous monitoring regime.

Pupil Progress meetings ensure that provision is well-matched, and lack of progress is challenged and actions decided.

Reporting

It will be the responsibility of the Headteacher, or a delegated member of staff, to report to the Governors on:

- The progress made towards narrowing the gap within school and nationally.
- With an outline of the provision that was made since the last meeting.
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision.
- Ensure that correct and accessible information is available on the school website.
- Headteacher Report summarises progress and impact of Pupil Premium funding.

Parents will receive information as to the progress of pupils through reporting of assessment results at the end of the academic year as part of the formal annual Report and feedback given during Parents' Evenings.

Provision

Provision should be effectively matched to need in order to maximise learning for the individual. It should assure the best possible delivery of learning experiences in the classroom. Where provision involves group or individual interventions these are designed to target specific areas of learning. We offer a rich and varied menu of activities designed to engage and motivate pupils, raising their aspirations and creating a positive view of learning.

Research indicates that a variety of provision varies from high cost, high impact to low cost, low impact. As demonstrated in the graphic. ([Source Sutton Trust – EEF Teaching and Learning Toolkit Spring 2013](#))

Guidance For Pupil Premium Spending Grid – Research Based

High Cost +£18,000 per year	After school programmes Reducing class sizes Teaching Assistants	Behaviour interventions Digital technology 1:1 tuition	Early years intervention
Moderate Cost Up to £18,000 per year	Aspiration interventions Extended school time Mentoring Performance pay	Parental involvement Small group tuition Sports participation Summer schools	
Low Cost	Ability grouping Arts participation Homework (Primary) Block Scheduling Individualised instruction	Collaborative learning Phonics	Feedback Meta cognition and self-regulation Peer tutoring

Up to £5000 per year	Learning styles Physical environment		
	Low impact Up to 2 months progress	Moderate Impact 3-5 months progress	High Impact 6-12 months progress

The range of provision the Governors may consider making for this group could include:

- Additional class based work or specified intervention work both aiming to accelerate progress.
- Learning Support to enable children to fully access learning and accelerate progress.
- Pastoral work which undertakes work to raise self-esteem, extend their personal skill set and support children to make appropriate choices in order to maximise learning opportunities.
- Out of Hours and enrichment to ensure that children are given a full opportunity to develop other talents in sport and creativity to also improve self-confidence and motivation for school.
- All our work through the pupil premium will be aimed at accelerating progress moving children to at least age-related expectations.
- Pupil Premium resources might also be used to target more able children on FSM to achieve greater depth.
- Reducing class sizes thus improving opportunities for effective AFL and personalised support and learning.
- Providing small group work with an experienced teacher focused on overcoming gaps in learning.
- 1-1 support.
- Learning mentors, trained TAs or external agencies.
- Provision for extra curriculum activities such as Music tuition, day trips and residential trips that add to the enjoyment and enrichment of school life.
- Use of TAs to support classes in order for teachers to focus teaching and learning on specific groups.
- To provide uniform support for FSM pupils.

Teaching Assistants

TAs have received a range of training from Mornington Primary School, Kimberley Family of Schools and the SBAP to enable them to ensure that their input is effective in securing good progress. Their roles are varied and range from leading group interventions to individual support. The range of interventions available from the TA team is vast and varied. Teachers work alongside TAs to ensure that provision is well matched and that expectations and the desired outcomes are clear.

Policy date: October 2025

Review date: October 2026