Governor Pupil Premium Report 2023

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| Governor Name: | Julie Hardaker |
| Date: | July 2023 | Term | **Summer** |
| Visit to: | School for termly meetings to discuss Pupil Premium data and what impact any interventions are having for this group of children; tracking pupils and looking at how the budget is spent.Questions in T and L governor meetings about pupil premium children. Doing book looks at specific Pupil Premium children, meeting them and interviewing them as part of governor day visits to school.  |
| Purpose of visit:*(including any links to school improvement plan)* | To discuss how the school is tracking Pupil Premium pupils, discuss last year’s unvalidated results and look at what interventions the school put in place and how they are monitored. Look at any interventions that have been implemented.**Data**The aim is to ensure that our disadvantaged children reach their potential outcomes and show a good level of progress at each assessment point. Each Pupil Premium child is closely tracked and monitored against their prior attainment to ensure that progress does not slow down and that any barriers are identified and removed. AHTs lead on Pupil Premium and therefore have an overview of each year group in school and regularly discuss this group of children with staff and at Pupil Progress meetings every term.In Reception, 40% of pupils eligible for the Pupil Premium have achieved the ELG at the end of the academic year. In Year 1, 3 out of 7 children (43%) passed the phonics check this year, with whole school at 83%. Of these children, 2 are identified SEND. KS1 results show that 77% of children achieved WA in maths, 88% in reading, 88% in writing and 77% combined. These results show a significant improvement on last year’s Y2 cohort. At the end of KS2 in maths 88% of PP children attained WA with 35% working at a greater depth. Writing is slightly below other pupils with 65% WA and also 12% achieved the GD standard. Reading was just below others in school with 65% WA. Several of these children have worked with the inclusion team around areas such as self-regulation, anxiety and attendance. 47% of the children achieved GD in reading which is in line with the school average. (There is a separate case study which outlines the support these children received). Two children have historical attendance issues. All pupil premium children have now had two years of National Tutoring, either one to one or in a small group. The combined percentage for WA was 65%, which is significantly higher than national for all pupils, with 12% achieving GD combined. **Tracking Pupils*** All Pupil Premium children have an updated passport completed at the end of the school year which is passed onto their new teacher so they can get up to speed quickly on where the children are. The leaders have redesigned the trackers to focus more on evidence-based research using the EEF toolkit and with a focus on reducing staff workload. They are designed to be more efficient for teachers to use and to focus on the tiered model approach which incorporates first wave teaching, targeted academic support and wider strategies.
* All PP children have a tracker which monitors and assesses any barriers to their learning and notes any interventions in place.
* All PP children are identified on all tracking systems.
* Class teachers are responsible for inputting this data, so are very aware of the needs of all their children, including those Pupil Premium children.
* The Assistant Heads review each Pupil Premium child half termly to look at documentation and review progress with class teachers and prepare year group overviews.
* PP children’s participation in interventions is also tracked and reviewed such as tutoring through the NTP and in school interventions.
* Pupil Premium participation in extra-curricular clubs is also monitored and school provides places for these pupils. All children have participated in at least one extra curricular club, pupil voice or both.

**Funding*** Around 17% of Morley Victoria Pupils are identified for Pupil Premium funding, this equates to approximately £155,560 funding and an additional recovery premium of £9,425. The school led tutoring grant is £12,682.
* Funding is used on both social-emotional wellbeing interventions and academic interventions, and a detailed breakdown is contained within the strategy statement template. This demonstrates how the spending decisions are informed and makes reference to the EEF (Education Endowment Foundation toolkit)

**Interventions in place** Each child has been assessed and gaps in learning identified. Many of the PP children are receiving extra interventions within/outside of the school day (breakdown provided by the AHTs).There is also a big emphasis on the social and emotional wellbeing of the PP children and our established Inclusion Team are working hard with various groups of children (see inclusion document).There has been a push on extra-curricular opportunities and every child has either attended an extra-curricular club or has represented the school in a competition or pupil voice. This is monitored by the AHTs. The school has paid for places for clubs which are chargeable to families such as Rocksteady, Minecraft and Creation Station. In the Spring and Summer terms Basement Buddies BASC paid for places, which did have an impact on attendance. It is noted that attendance for PP children is clearly linked to the progress made. Attendance for PP children is:School attendance: 95%, National average 93.7%Disadvantaged children attendance: 92%, National Average 91.1%There are some outliers in this group who have had support from the attendance team as they have been below 90% attendance for various factors. The school have had a drive on reading and have further developed whole class reading from Y1-Y6. Each child has also been forensically assessed in reading using running records and barriers have been identified and interventions implemented from R-Y6 (see separate document with % PP children). Volunteer readers are helping to ensure that PP are read with on a regular basis, and this is being tracked closely to show impact of this.Where PP premium children have the potential to reach a higher level of development, their work is differentiated and they are provided with a higher level of challenge. |
| Comments: | The work the Assistant Headteachers and whole school team have done this year is showing results within school, both socially/emotionally and academically. All children have targeted interventions which are in place. The AHTs have carefully considered which interventions maximise progress and have used research to back up their decisions. (Reading /phonics interventions – 4 to 5 months progress, Academic Art Therapy, nurture groups, National Tutoring Programme, bespoke feedback).The school has worked tirelessly to engage families, ensuring that children are given the appropriate support at home which complements that given at school. Support is offered through phone calls, technology/digital devices, provision of food, beds, support for family issues, emotional and academic support to monitor the engagement of PP children with their learning, and inclusion support for behaviour. (See document.)Everything possible has been done to close the gap for these pupils. Time has been spent alongside effort, patience, understanding and close working with families. Every Pupil Premium child has received every possible support this year and the results demonstrate improvement on last year. |

 Signed: Julie Hardaker

 Governor Role/Responsibility: Governor responsible for Pupil Premium